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ABSTRACT

This teacher's manual is intended for use in individualized reading instruction in the Waukegan (Illinois) Behavior Analysis Follow Through Program, which is based on a model emphasizing the basic skills of reading, math, spelling, and handwriting to meet the educational needs of low-income students in kindergarten through third grade. The first section of the manual describes the materials used in the program, including the behavior analysis "Phonics Primer" and the Sullivan "Programmed Reading Series." The second section presents the procedures for teaching reading in the program--first with the primer, then with the Sullivan series--and includes procedures for increasing reading comprehension. Appendixes contain a variety of teacher aids, including examples of praise and prompting phrases, daily record sheets, a glossary, classroom floor plans, and recommended stories for guided reading in the Sullivan series. (HTH)

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WAUKEGAN BEHAVIOR ANALYSIS FOLLOW THROUGH PROGRAM

INDIVIDUALIZED READING INSTRUCTION MANUAL

WAUKEGAN FOLLOW THROUGH BALANCED READING PROGRAM

A CURRICULUM MANUAL FOR TEACHERS

COMPILED BY
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PREFACE

The Waukegan Behavior Analysis Follow Through Program was implemented at Carman Elementary School in the fall of 1969. Behavior Analysis Follow Through was designed by Don Bushell and his colleagues at The University of Kansas to meet the educational needs of low-income students in kindergarten through third grade. The model emphasizes the basic skills of reading, math, spelling and handwriting. In 1977, Waukegan's program was validated by the standards and guidelines of the Department of Education and the National Institute of Education as being an effective and exemplary program for the education of children from low-income families and approved for national dissemination by the Joint Dissemination Review Panel. Funding for the development as well as the dissemination was through the Department of Education Follow Through grants.

Brochures describing the Waukegan Behavior Analysis Follow Through Program are available to interested parties free of charge. Upon request, an Awareness Day will be arranged. Visitors will be provided with an introduction and orientation to the program, an opportunity to observe in the classroom, presentations on parent participation and comprehensive services, and the opportunity to ask questions.

Districts interested in adopting the program may obtain relevant information from the Project Director.

INTRODUCTION

The Individualized Reading Instruction Manual was developed to assist the Lead Teacher in instruction of reading in the Waukegan Behavior Analysis Follow Through classrooms.

This manual will be invaluable as the training techniques are studied. The manual describes the Behavior Analysis Phonics Primer and its uses and requirements for the reading program. It also contains a description of the Sullivan Programmed Reading Series and how it is used in the Behavior Analysis classroom.

The Appendices include comprehension ideas, praises, stories and word sounds; samples include a daily record sheet, a Bi-Weekly Individual Progress Report and seating arrangements for various classrooms.

This manual should be studied carefully by all persons who will be involved in the reading program. It will remain a continuing source of information and reference throughout the year.

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I. Waukegan Behavior Analysis Reading Program

A. Description of the Behavior Analysis Phonics Primer

B. Description of Sullivan Programmed Reading Series

DESCRIPTION OF THE BEHAVIOR ANALYSIS PHONICS PRIMER

THE BEHAVIOR ANALYSIS PHONICS PRIMER TEACHER'S HANDBOOK

The Teacher's Handbook accompanies the Phonics Primer. There are four sections contained in the Teacher's Handbook that the teacher should carefully preview before the Phonics Primer is used. Section one contains:

1. The Overview
2. Special Skills Taught
3. Arrangement of Teacher and Children in the Phonics Group
4. Use of the Primer
5. Transition of the Programmed Reading, Book 1A

Section two covers the general strategies (with examples) that include eliciting desired responses for:

1. Models and Prompts
2. Feedback
3. Praise and Tokens Plus Praise
4. Maintaining Desired Response

Section three explains the basic procedures for using the Phonics Primer which includes general procedures for:

1. Presenting Sounds
2. Identifying Sounds
3. Blending
4. Administering Tests

The last section contains the lessons which give detailed plans for teaching the phonics skills.

PHONICS PRIMER

The Phonics Primer constitutes readiness material for the child who has not begun to read. The Primer teaches twelve phonetic skills and at least seven concepts which are needed to work successfully in Book 1A of Programmed Reading (Sullivan Associates, 1973). The responses asked for in the Primer are almost entirely verbal, eliminating unnecessary handwriting requirements. The Primer is divided into 21 short lessons that teach 12 sounds and 24 words.

Special Skills Taught in the Phonics Primer

The Behavior Analysis Phonics Primer teaches several skills which children need both for general reading and for working successfully in the Programmed Reading. These skills include:

Left-to-right progression
Start and stop cues, with the aid of arrows
A symbol = action
Progression of two actions
Blending of two or more sounds
Twelve specific sound-symbol associations:

/a/	/ə/	/m/	/t/	/i/	/th/
/n/	/I/	/p/	/c/	/f/	/Th/

Capitalization conventions
Common sound-symbol associations
Following teacher instructions
Working in a group
Circling answers
Yes-no discrimination
Filling-in-blanks
Concept of a sentence
Concept of a question
Distinction between punctuation marks

DESCRIPTION OF SULLIVAN PROGRAMMED READING SERIES

SULLIVAN TEACHER'S GUIDES

In Behavior Analysis classrooms, there are three McGraw-Hill Teacher's Guides for Books 2-7, 8-15, and 16-23. The most important features of the Teacher's Guides are the listing of new words and the pages on which they are found, plus the content summaries of each story (which are especially helpful in asking comprehension questions). In addition to these features, there are well developed activities for tutoring and class presentations in each chapter of the manual.

It must be emphasized that the Teacher's Guides are designed for teachers who work in traditional classrooms. Since the individualized approach of Behavior Analysis requires special procedures, the Behavior Analysis teacher will use the Individualized Programmed Reading Instruction: A Curriculum Manual for Teachers for basic information and the Sullivan Teacher's Guide as a supplement.

WORD CARDS

These are vocabulary cards for Series I that contain a word on one side and a word/picture on the opposite side. The cards are used for independent study or teacher-directed drills.

The word cards are for introducing new words, reviewing vocabulary, presenting creative writing exercises, remedial work, and checking dictation. You will find suggestions for their use throughout each Sullivan Teacher's Guide.

PROGRAMMED READING

There are twenty-four Programmed Reading books in the Sullivan Series, from Book 1A through 1-23. It is suggested that if a student successfully works through the first half of Book 1A, he/she may begin Book 1.

If a student successfully completes Book 1 and scores 80% or higher on the achievement test, he/she does not need to complete the second half of Book 1A. The student may progress to Book 2.

After each quarter of a book, there is a test. The "Quarter Book Tests" survey the skills taught in the previous thirty-six pages. After passing the fourth "Quarter-Book Test," the student takes the "Achievement Test" which covers the entire book. These tests are in a separate test booklet. Each test booklet covers seven books.

The programmed nature of Sullivan makes it essential that the student master the skills as sequenced. Therefore, for Book 1A, 60% accuracy is required on the "Quarter-Book Tests" before the student can continue to the next quarter of the book. Books 1-23 have an 80% accuracy requirement both on the "Quarter-Book" and "Achievement Tests."

RESPONSE BOOKLETS

Although Book 1A is a consumable item, Books 1-25 are reusable if the child writes his answers in the Response Booklet that corresponds with each Book. Each child must be carefully taught the use of the "Response Booklet" or he/she will make numerous mistakes. Show the student how to use the response booklet with the Sullivan Reader. There are two sides (1-2) to both response booklet and Sullivan Reader on the cover. To begin, the student opens his/her reader on the side marked with a large 1. He/she reads through the page in the reader and writes the answers where the answers are appropriately needed on the response booklet page. After he/she writes an answer, let him/her check the answer by pulling down the cardboard slider that covers the answer column of the reader. Spend three or four minutes demonstrating the procedure; reinforce the student heavily for success. Stay with the student

until he/she can do two pages in the Sullivan Reader without making mistakes in the use of the reading material. Later in the period, reinforce the child for continuing to use the reading material properly. When the student reaches the end of side one, the child then turns the book over and works through the second side of the book, again following the same procedure.

ACHIEVEMENT TEST BOOKLETS

When a student completes a Sullivan Reader, he/she takes the corresponding achievement test. The achievement tests are criterion referenced tests which measure the student's ability to use the skills taught in the corresponding readers. The results of the tests help to diagnose the areas of difficulty and needs for special instruction. The accuracy requirement is 80%. Other classroom lead teachers can administer, score, date, and initial each test. A preparation or review of skills covered in the material should be presented to students before a test is administered. No coaching or prompting is permitted during a test.

ACTIVITY BOOKS

There is one Activity Book for each series, I, II, and III. The book consists of games, puzzles, and "cut and paste" activities. The activity books are used for enrichment and reinforcement ideas. Group activities are excellent "back-ups."

Each activity is printed on a separate sheet which is to be torn from the book along perforated lines. The activities are printed on two types of paper--lightweight and oak-tag.

The activities printed on lightweight paper generally are to be done by individual students. These usually require written responses

and can be reproduced on a photocopy machine or used with a transparent plastic overlay on which responses can be written and erased.

The activities printed on oak-tag are generally games and puzzles and are intended to be used by one or more students at a time. They are not reproducible, but the heavy-duty paper on which they are printed makes it possible for them to be reused. Those activities on oak-tag which require written responses should be used with transparent plastic overlays on which responses can be written and erased.

WEBSTERMASTERS

Webstermasters are duplicating masters which serve as supplementary materials in the form of games, puzzles, and comprehension exercises. The number in the upper right-hand corner of each Webstermaster indicates the lesson or lessons to which the Webstermaster corresponds.

The Webstermasters which work for particular decoding and comprehension skills are listed under the heading for those skills on the "Decoding Skills Index" and "Comprehension Skills Index" at the back of the Teacher's Guides to the Programmed Reading books.

The Webstermasters may be used before or after tests to pinpoint the students' skill strengths and deficiencies. If there are deficiencies, the teacher should use other supplementary material to improve these skills.

READ AND THINK BOOKS

There are two supplementary sets of story books for each Series I programmed text and one for each Series II text. The story books should be read after completing the Programmed Reading text. Read and Think books motivate the child to read for enjoyment and reinforce learning of the sound-symbol relationship and vocabulary. These supplementary

books are useful for comprehension in Book 1-15 and should be followed by the Webstermaster. Discussion questions are included in the Teacher's Guide to Read and Think Books 1-15.

STORYBOOKS*

Three sets of storybooks accompany each Programmed Reading book in Series I and II. Storybooks 1 (1-14) and 2 (1A and 14A) contain the same vocabulary as the corresponding Programmed Reading and Storybook 3 (1B-14B) presents new vocabulary words but with the same sound progressions as the Programmed Readers. Storybooks 1-14 have comprehension question worksheets that accompany them. Students are expected to complete the appropriate Storybook and answer the comprehension questions before they begin a new Programmed Reader. Another function of these Storybooks is their value as reinforcers. Children often buy them as back-ups. The Storybooks also provide children with practice in reading from a conventional book. An added advantage of the B series is that children can practice their skills in sounding out new words which are composed of sounds that they have already learned.

SCHEDULING READ AND THINK BOOKS AND OTHER SULLIVAN STORYBOOKS

Waukegan Behavior Analysis Follow Through teachers suggest scheduling Read and Think Books and Sullivan Storybooks during morning entry time as a back-up choice for an independent group or during a supplementary reading earn period.

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*These books are no longer in print, but are presently used in our Follow Through Program.

Section II. PROCEDURES FOR TEACHING READING IN THE WAUKEGAN BEHAVIOR ANALYSIS READING PROGRAM

PROCEDURES FOR TEACHING IN THE BEHAVIOR ANALYSIS Phonics Primer.

Entry Placement of a Student in Phonics Primer: Teaching Kindergarten Reading.

Teaching Kindergarten Reading

Instruction in the Phonics Primer should begin when kindergarten children enter in the Fall.

The Behavior Analysis Phonics Primer teaches several skills which children need for general reading and for successful work in the Programmed Reading books. These skills include:

1. Start and stop cues via arrows
2. Left-to-right progression
3. Pointing finger
4. A symbol-action
5. Progression of two actions that prepares children for blending of two or more sounds (common sound-symbol associations)
6. Five minute presentations to supplement the Phonics Primer
7. Following teaching instruction
8. Working in a group
9. Yes-No discrimination
10. Concepts of capitalization, punctuation marks, statement question, and phrase*

EVALUATION OF SKILL MASTERY

Test pages in the Phonics Primer are blue and coded with "wise" owls on either side of two lines of sound. There are thirteen tests, and all tests except one require 100% accuracy from each child. That is, each child must read the designated line(s) with 100% accuracy to progress to the next lesson or page. The test on page 71 is more difficult than the other tests (making the distinction between "a" alone and "A" in a word) and requires only 75% accuracy. (Three correctly read out of four.)

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*Phonics Primer Manual

GROUPING CHILDREN

At first, children are grouped according to rate of skill acquisition and mastery (homogeneously). Children are grouped heterogeneously after all the children make the transition into their workbooks.

Sample Plan for One Day*"

(Note: All children are presently reading in the Phonics Primer.)

Reading Groups (Phonics Primer) (Lead Teacher**)		Supplementary Reading Activity (Reinforcing Phonics Presentation by Lead Teacher) (Assistant)	
Pumpkins	Phonics Primer Lessons 10 & 11	Pumpkins	Reading Bingo
Squirrels	Phonics Primer Lessons 10 & 11	Squirrels	Reading Bingo
Leaves	Phonics Primer Lesson 7	Leaves	Reading Bingo
Footballs	Phonics Primer Lesson 6	Footballs (Each child is given a Bingo card appropriate to his present reading level.)	Reading Bingo

Weekly plans are written for each day and for each group of children. The teacher can project ahead in planning materials and lessons to be used.

Children who are having difficulty may be tutored by the teacher during the morning entry, rest period or the time just prior to the earn.

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*Refer to kindergarten sample time scheduling in the appendix.

**Language Experience Activities, under the direction of the lead teacher, are scheduled during large group activity periods daily at this time.

PROCEDURES FOR TEACHING SULLIVAN PROGRAMMED READING

Oral and Entry Placement of Student in Sullivan Programmed Reading

In the individualized Programmed Reading instruction classroom, the teacher uses the following procedures for entry placement of students:

Kindergarten

The kindergarten child usually begins school with few reading skills. The child with no reading skills will start immediately in the Behavior Analysis Phonics Primer. The child who has graduated from Behavior Analysis Head Start may be working in Book 1A or higher. In such cases, contact your supervisor for progress information on the child's placement.

Students with at least one year of Behavior Analysis Follow Through experience

If a child comes to your room who has previously been in Behavior Analysis Follow Through, the best source of placement information is the Bi-Weekly Individual Progress Report (BIPR). The coordinator can provide BIPR information for any student who comes to you within the program. Prior to placement in a Sullivan Programmed Reading book, the teacher should give skill review lessons to the student. The skill review lessons should cover the reading skill objectives that the teacher finds appropriate for the student. The teacher is responsible for developing the skill review lessons. The lessons include worksheets or exercises from the Sullivan Teacher's Guide. After the student's skills have been reviewed, the student should return to the proper placement according to the BIPR. If a student is not able to master the skill review lessons, tutoring sessions are needed.

Transfer Students

Throughout the year, you will invariably have transfer students entering your classroom. The following procedure should be used in placing the student in a Sullivan Programmed Reader.

First Grade Students with no reading skills

For a student in the first grade with no reading skills, the teacher uses a method that can be adapted from the Procedures for Teaching in the Phonics Primer.

First, Second, and Third Grade Students with reading skills

The teacher should give the student skill worksheets that are similar to skill review lessons. The lessons will assist in deciding where the student should begin reading in the "Oral Placement Test." (See Sullivan Teacher's Guide.) If the student does well on the skill worksheets, the teacher could begin oral placement on the following levels:

First Grade	Book 4
Second Grade	Book 9
Third Grade	Book 13

In determining placement, the teacher should initiate the Oral Placement testing at the level at which the student is comfortably reading. (See example on page 15.)

ORAL AND ENTRY PLACEMENT OF A STUDENT IN SULLIVAN PROGRAMMED READING

Procedure for Oral Placement Test

Start the student at the beginning of the first paragraph. Have the child read aloud paragraph by paragraph to you. As soon as he/she misses a word or no longer reads fluently, ask him/her to stop. Start the child in the book which corresponds to the paragraph with which he/she has difficulty (see illustration).

EXAMPLE:
ORAL PLACEMENT TEST

Directions will be found in the Teacher's Guide to Books 2 - 7 for Programmed Reading -- A Sullivan Associates Program from the McGraw-Hill Book Company, copyright 1973.

Sam went with Ann to get the milk. The milkman slid and the milk fell with a crash on a brick. A fat black cat drank it up. (Book 3)

Sam is swimming to the black raft. Ann is giving Helen a bath. Helen's dress is hanging on a bent peg. An egg is hatching in the big nest on the bank. (Book 4)

Sam is pitching and Ann is catching. Mister King gets a hit and Nip catches it. Can Sam catch his pet? No, Nip is faster than Sam. (Book 5)

Achievement Test with Oral Placement Test

The "Achievement Test" should be given in conjunction with the "Oral Placement Test." The "Achievement Test" that is given corresponds with the previous reader. For example, if a student is placed in Book 8 according to the "Oral Placement Test," he takes "Achievement Test 8." The test will diagnose his skill strengths and deficiencies. Use of a plastic overlay will allow this "Achievement Test Booklet" to be used for another student. If a child scores less than 80% on the test, tutoring sessions should take place outside of earn* time.

Red Line Procedure

While adhering strictly to the principles of individualized instruction, red lines are placed in response booklets after carefully selecting a number of pages for each child. The number of pages occurring between red lines varies from child to child. The red line procedure is designed to provide a teacher with regular accuracy checks on the child's work in the reading material. Red lines should be carefully placed so that each child completes approximately the same number of red line intervals duran earn period. Thus, the red line procedure also provides the child with equal and regular opportunities to earn tokens for the work that is completed.

Assigning Red Lines

Reading teachers will place red lines after a specific number of pages in each child's response booklet. In order to determine the appropriate red line intervals for the child, it is necessary to initially

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*Earn--Period of time Follow Through children are working in academic materials (instruction in books).

standardize the number of responses between red lines for each group. After a period of adaptation, the number of responses in the standard red line interval for a group should be individualized for each child. This decision should be based on the accuracy of work and the rate at which red line intervals are completed. For some children, the interval will remain the same; for others, though infrequent, the red line interval will be decreased. However, for the majority of children, the red line interval will be increased. (The general strategy is to increase periodically, but cautiously, the size of the red line intervals for every child. Especially important is that the increase be made gradually.) Two or three pages should be the maximum interval increase at any one time. If it happens that a child completes fewer and fewer red line intervals because the material has become more difficult or because the intervals have become too long, either reduce the size of the intervals for a few periods or periodically mix very short intervals with regular ones.

DELIVERING TOKENS

As a general practice, especially during the first few weeks of school, praise and give one token to a child each time he/she arrives at a red line and raises his/her hand. (Check to see that the student has actually completed the red line before you give the token.) Avoid at all costs letting a child sit idly after he/she has raised a hand. If you are busy checking another child's work praise the child and tell him/her to go ahead and work to the next red line (or next page). Be sure to contact that child as soon as you see him/her with his/her hand up again and then check the accuracy of both the red line intervals completed. Avoid making a practice of this. If you find yourself contin-

ually putting off the same child because he/she has a high rate of completing red lines, begin gradually to increase the size of the red line intervals.

Once a child reaches a red line in reading, tokens will be delivered for oral accuracy. Give a child the opportunity to read two sentences selected from the red line interval that he/she has just completed. Be sure to ask at least one comprehension question. A token should be delivered for each of the correct responses. Be very flexible here; tokens should also be given for improvement over previous reading trials. If a child needs more practice on oral responding at red lines, select additional sentences for him/her to read.

When necessary, tokens may be delivered for appropriate social behaviors. During the first few weeks of school, it is not uncommon for a teacher to deliver several tokens for desirable social behaviors every earn period, especially to children who have not yet acquired good study habits. Most of the back-to-school disruptive problems can be sufficiently dealt with if a teacher uses a lot of timely praise. However, for more serious disruptive problems, a teacher may want to begin shaping good work habits by reinforcing with praise and tokens any behavior that approximates on-task work behavior.

The optimal situation for a group of children occurs when they all reach approximately the same number of red lines during any earn period. This is desirable because it provides every child with the same number of opportunities to earn tokens. It also makes the task of pre-setting prices a much simpler and more straight-forward one.

CHART OF RECOMMENDED TOKEN DELIVERY SYSTEM

Curriculum	Raised Hand	Oral Accuracy	Correction	Written Accuracy
Reading	One token immediately after you check to see that the child has reached the red line (after he/she raises his/her hand).	One token for sentences read correctly.	For child's corrections in materials, tokens should not be delivered, only teacher's verbal praise.	None

STARRED WORDS

Starred words are new words that each child studies before he/she proceeds further in the reading book. The words are starred so that each child will know to raise his/her hand and say "Mrs. Brown, I have a new word." This is your starting point to encourage the student to attack this word. Allow the child to tell you all about the new word. If, however, the child fails to pronounce the word, you may prompt him/her to make the correct sounds and to blend the sounds together. Once this has been accomplished, discuss the word meaning. These steps may be dealt with carefully. The child proceeds further only after the word is mastered. This helps the teacher keep an accurate record of all new words covered. As a result of starring all new words, you help the child to develop better word building skills and comprehension skills so that he/she becomes a better reader.

The following is an example of the procedure to follow for sounding out new words: (New starred word) "bat"

Teacher: "Thank you, Malcolm, for raising your hand at the starred word. What is the word?"

Student: "I don't know."

Teacher: "Are there any words around the new word that help you to say what that word is? Is there a picture that helps you to know the name of that new word?"

Teacher: "Malcolm, please sound out your new word. What is the beginning sound in your new word?"

Student: "/b/ (as in big)."

Teacher: "Excellent, Malcolm. You said /b/! What is the next sound that you hear?"

Student: "/a/ (as in ant)."

Teacher: "Very good, Malcolm. You sounded /a/ out all by yourself. Now try the ending sound."

Student: "/t/ (as in tan)."

Teacher: "Marvelous, Malcolm. You read the /t/ sound. Now blend all the sounds together."

Student: "/b/ - /a/ - /t/, bat."

Teacher: "Terrific, Malcolm. You blended /b/ - /a/ - /t/ together to get the word 'bat'. You did a fine job of sounding out your new word."

If a child is unable to sound out the word, model the sounds and have him/her repeat the sounds until he/she can blend the sound into the word. If the child cannot decode the word, say the word and then ask him/her to read the word elsewhere on the page. During this procedure, the child is being continually reinforced verbally for correct responses, but is not given tokens.

PREPARING TO TEACH SULLIVAN PROGRAMMED READING

Planning: Prior to Classroom Instruction

The method for preparing to teach Programmed Reading in Behavior Analysis classrooms is quite well specified. Be sure that you fully understand the procedures before you start.

Your reading group will be seated together around a table or at individual desks that are grouped together so that you can work with and monitor the progress of all the children at once. Follow these procedures for the best results.

1. Be organized! Before you start, have all the Sullivan Readers ready to use and be sure that you are familiar with each student's materials. If you are busy getting each student ready at the beginning of a session, you will lose the attention of most of the children before you start!

2. When preparing for this session, use the Sullivan Teacher's Guide that corresponds with the Series (I, II, and III) to identify and star all new words in the reader for the student.

3. Make sure that you have word lists (Webstermasters) available and ready for the student each time he/she begins a new book.

4. During planning sessions in the token economy (K-2) classroom, the teacher assigns one red line in each student's reader for the next day. This allows the student to begin working as soon as the earn starts without waiting for the teacher. During the earn, the teacher continues to assign new red lines each time a student reaches an assigned red line.

5. In the contingency contracting third grade classroom, after the student finishes his/her last contract of the day, the teacher immediately negotiates and sets another contract for the following day. (See Contracting Manual.)

6. Keep a record of the student's acquisition of skills.

7. Use heterogeneous grouping.

WORKING IN BOOKS

1. Relate your presentation to building student's reading skills.

2. Read the vocabulary word list to the student in the context of a sentence and have him/her define the words at the beginning of each unit. Have the student read the list preceding each quarter-book test.

   An example would be: The first word on our list today is bat. The boy plays ball with a bat. Can you tell me what the word "bat" means? Can you use it in a sentence for me?

3. Assign red lines so that all students have equal opportunities to earn tokens when children are beginning to earn tokens. When children are beginning new and/or difficult skills, make sure red lines are sufficiently short in order to avoid frustration.

4. Monitor the student's work to make sure they understand the reading skills covered. The monitoring helps to minimize the number of incorrect responses and subsequent frustration.

5. Ask the child to read sentences, and answer comprehension and/or a structural analysis question at the completion of each red line.

RECORDING PROGRESS

Record daily placement of the student to give a measure of a day-to-day progress and to facilitate filling out BIPR sheets. Use the daily schedule sheet to record placement. You may want to indicate the two-week BIPR target on the appropriate page in the Response Booklet. This will help you and the student keep track of the goal set (see appendix).

HOW TO TEACH SULLIVAN PROGRAMMED READING IN A BEHAVIOR ANALYSIS CLASSROOM

Once you are prepared to teach, the next thing you need to know is how to teach Programmed Reading in the Behavior Analysis classroom. This section of the manual is designed to give the teacher guidelines on how to make contacts in order to teach reading.

CONTACTS

The following three aspects should be considered before you actually start:

1. Keep your group working throughout the entire instructional period (by use of maintenance contacts).
2. Assist the student who encounters new words or ones he/she cannot remember (by use of trouble contacts).
3. Check the student's work so that you know he/she is actually learning to read and comprehend (by use of monitoring contacts).

When you begin to teach the group, make your first praise contact with the first student that starts to work ("Great, John has started to work.") and continue to praise each student that follows with the same desired response. Contact the first student who raises his/her hand.

Contact only the students who are on-task. Give a general praise to the child for raising his/her hand and quietly. Follow the praise with a prompt to help the student answer his/her question. The response to the prompt could go either of two ways. If the response is correct, give a descriptive praise (stating exactly what the child did correctly. If the response is incorrect, prompt until you get the correct answer, then give descriptive praise. Remember, when you are questioning or remodeling to get the correct answer, you continue to praise correct answers until you arrive at the answer to the original question.

If a student is off-task, ignore the behavior and praise the students around him/her for working. The praise should be genuine and not just to get the off-task student back on task.

MAINTENANCE CONTACTS

The contact to be used in praising the child who is independently working (reading aloud or filling in an answer book) would be a maintenance contact. At the beginning of the year, you would want to give lots of these contact praises to the students as they work in their books to teach them to work during the entire instructional period. After you have taught the children to do this, you will want to maintain the behavior, and you will do it through maintenance contacts. Remember, tokens should accompany many of the contact praises.

It is impossible to say specifically how often you should make maintenance contacts; it depends much on each child and his/her skills. These contacts should be very frequent and variable (the contacts should not happen in a steady rhythm or after a certain amount of time). Maintenance contacts should occur after varying amounts of time. In this way, children will never know when they will be praised, and they will work consistently to earn praise. One way to keep contacts variable is to look up after a trouble or monitoring contact and individually praise each of the children who is working at that time.

When you are engaged in a lengthy contact with one child, praise the other children who are working during the contact.

One last point...be sure that the children are actually working when praised. Some can fool you.

TROUBLE CONTACTS

Trouble contacts are made when a child has reached a starred word

(new word) or a word he/she does not know or any other difficulty he/she may encounter. It is relatively simple to tell when those contacts should be made...when a child raises a hand and says, "Teacher, I need help."

One important point to remember is to provide much positive reinforcement for a student to sound out words independently. That is why tokens are only a reinforcement for unmodeled correct responses. This is a hard and fast rule. You will want to give tokens for improvements in the child's ability to sound out words. But, be careful. A student can learn very quickly that he/she gets a lot of tokens and attention for making mistakes.

MONITORING CONTACTS

Monitoring contacts are for you, as a teacher, to keep track of a child's acquisition of skills and to teach some additional skills. During the contacts, check the child's written responses or the child's checking of his/her own work. But, of course, you will not give tokens for written work, because you could be inadvertently reinforcing cheating. (The student could have "peeked" under the slider to find the answer - see Description of Programmed Reading.)

Have the child read aloud to you so that you can monitor his/her oral reading.

The cue to when these contacts should be made is how much work you can check in a short time. You will not want to wait a long time between monitoring contacts, because then you will have to make a lengthy contact to check all the work and neglect your other students. You can either give a child an assignment or red line, and check him/her when he/she has completed that work or else you can randomly contact children as they are working. A rule of thumb may be three monitoring contacts per instructional period.

SKILLS INSTRUCTIONAL TECHNIQUES

Group presentations are developed by the lead teacher whenever they are needed, i.e., when a critical skill needs to be introduced (See Appendix XII, Critical Skills) or when a group of students need skill review. These presentations can occur during an "earn period."

I. Importance of teaching skills

   A. Facilitates decoding and word meaning skills

   B. Provides teacher with opportunity to check learning.

II. When to teach skills - 5-10 minutes at the beginning or end of Guided Reading lesson.

   A. At or slightly before time when median child in group reaches skills.

   B. When several students in the group exhibit need for additional instruction.

   C. "Pull in" children from other groups who require remediation in in certain skill areas.

   D. Provide periodic reviews of previously covered skills.

   E. When guided reading lesson lends itself particularly well to the practice of a skill.

III. Skills teaching techniques

   A. A best initial source for skills lessons is the Sullivan Teacher's Guide, using the regular lessons, corrective exercises and remedial exercises as a basis for instruction. The Sullivan Activity Guides also have many useful games and exercises.

   B. A list of Sullivan critical skills appear in the Appendix. Supplement these with skills that the teacher feels are special needs.

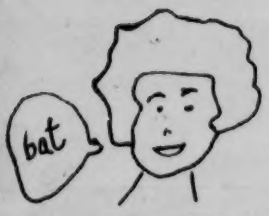
   C. Correlate skills, whenever possible, with stories that actually stress those skills.

   D. Phonetic Analysis

      1. Auditory discrimination

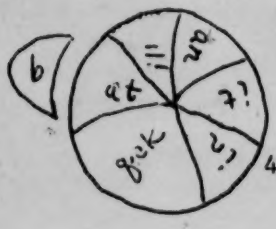
         Students listen to a series of words, raising their hands whenever they hear a specified sound.

2. Word books



Students create word books containing only items with a specified sound, i.e., the book of "s" would include such pictures as a silo, a sailboat, a sea monster, etc. Students may then caption pictures.

3. Word wheels



Construct word wheels with various graphemic bases written on them (see illustration). Use separate consonant or consonant-blend cards to form words. Students will sound out words, and, if they are "real," use them in a sentence.

4. Word families

Word cards may be made for words with various graphemic bases (e.g., ball, call, stall, etc.). These may be shuffled together, and students may sort them.

E. Structural Analysis

1. Common bases - viewing a list of words, student locates and circles the common base. E.g.:

dislike

unlikely

likeness

2. Prefixes - by looking at a list of words with a common prefix, students will consider word meaning and deduce the meaning of the prefix.

3. Suffixes - students will add suffixes to a given root word, and make up sentences to reflect the changes in meaning.

4. "Word derby" - working in teams, students will add prefixes and suffixes to a given base word to produce the longest list of words possible.

5. Word strips - write compound or multisyllabic words on 2 inch wide strips of paper. Students will divide words in proper place by snipping apart with scissors.

F. Word Meaning/Vocabulary

1. When presenting new words, do not present them in isolation. Use them in sentences either orally or in written form.

2. Matching opposites - Opposites may be written on interlocking puzzle-type cards. Students practice matching opposites.

3. Paragraph closure - Using a list of new vocabulary, students will insert the words into a paragraph properly.

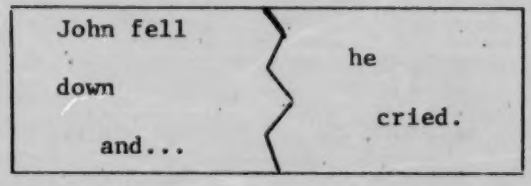
4. Group crossword puzzle - Students pool ideas to complete the puzzle.

5. Sentence completion - Students choose between 2-3 words to complete the sentence properly.

6. "$20,000 Pyramid" - One student describes characteristics of word to another student without mentioning the word - other student chooses correct matching word from the list (may have a time limit).

G. Comprehension Skills

1. Cause/effect puzzles - causes and their outcomes may be written on interlocking cards. Students shuffle and then sort the cards.



2. Character attributes - matching a character's attributes to his name.

Jealous, revengeful, powerful Juno

3. Story sequencing - Cut written or pictorial story into segments, then student will sequence it properly.

4. Choosing the proper picture that best depicts written or oral description.

5. Information search - Students will read a short paragraph to find answers to pre-stated questions.

6. Information retrieval - Students will read a short paragraph, set it aside, and retrieve literal information from memory.

E. Study Skills

1. Picking correct set of guide words for given word (dictionary derby - seeing who can be first to provide guide words for a given word).

2. Choosing correct meaning for words with multiple meanings.

3. Verifying syllabication using dictionary.

4. Matching pronunciation key with word.

5. Changing pronunciation of word by relocating accent mark; match with proper meaning of word.

6. Pulling topics for specific questions from encyclopedia (i.e., "Why did the Greeks think the gods lived on Mount Olympus?" Sources: Greece, Greek Gods, mythology, Olympus).

TESTING AND REMEDIATION PROCEDURES

To measure the progress of students and the effectiveness of instruction, there are Quarter-Book Tests and Achievement Tests included in the Sullivan Program Series.

Quarter-Book Tests

When a child comes to the Quarter-Book Test, make sure he/she is prepared to take the test. The teacher can give skill presentations, develop lessons, and/or review gold pages in the reader to check to see if the child has comprehended the skills that have been taught previously. When the teacher has decided that the student is prepared adequately for the test, the child is given the test in a testing center, i.e., in isolation from the group. Either before or immediately after the test, the teacher should tell the child to review the test and, when he/she has finished, to raise his/her hand for the teacher to correct his/her work. The student must demonstrate a mastery of the material by performing adequately on the test. In an actual percentage, this means a minimum of 60% correct on the Quarter-Book Test for Book 1A. Books 1-23 demand an accuracy of 80%.

Achievement Tests

The Achievement Tests are comprehensive, criterion referenced tests which help in diagnosing areas of difficulty. The Achievement Tests are taken after the student completes a Sullivan Reader. As mentioned, the accuracy requirement for Book 1-12 is 80%.

The performance of a child on any of the above tests is to be analyzed carefully. For example, a low score might reveal a pattern of errors on a few concepts which could be taught quickly in a tutoring situation. Examination of a low score can show also that the errors were

made randomly on a variety of concepts. If the child is not performing adequately and fails either Quarter-Book or Achievement Tests, determine what specific problems the child is having and plan remedial exercises (see section on Remediation Procedures). The answer key, decoding, and comprehensive indexes for both tests are found in the Sullivan Teacher's Guide.

Remediation Procedures

As a teacher of the Sullivan Series, one problem you will face is "What can I do with a child who does poorly on a Quarter-Book Test? What can I do differently to help the child learn the correct responses?" These are important questions. Here are some answers to those questions that were collected from teachers who are experienced and successful in the use of Sullivan Readers.

A programmed curriculum, such as the Sullivan Programmed Reading Series, is designed to aid a student to learn in progressive, cumulative steps. Three factors are important to the success of the program. First, the presentations and prompts must present new skills to the child effectively. Second, the student must be allowed to practice the skill being prompted, using components of the skill being learned. Third, the program must evaluate a student's acquisition of each new skill. This is essential since demonstrating competence with one skill is a prerequisite for learning the next skill in the program.

When a child completes a Quarter-Book Test with less than 80% accuracy, he/she has demonstrated that the instruction received has not been effective. The student has not been taught the skills needed to master the task of completing the quiz with greater than 80% accuracy. It is important to decide how to teach those skills successfully in which the

child is deficient. SINCE THE CHILD WAS NOT ABLE TO LEARN THE SKILLS THE FIRST TIME THROUGH THE MANUAL, SIMPLY RECYCLING HIM/HER THROUGH THE SAME WORK AGAIN MAY NOT BE EFFECTIVE. Also, recycling in the book will probably be punishing to the child; it will emphasize lack of success, and it may be embarrassing, therefore, eroding motivation to work carefully. Recycling can lead a child to practice old mistakes and repeat incorrect responses to prompts.

You will want to choose supplemental materials for the child who does not reach criteria on Quarter-Book Tests. If a child is working in Sullivan Books 1-14, the Webstermasters are a good source of worksheets. The skill content of these sheets corresponds well with the skill content of the Sullivan series. When a child has progressed into one of the Books 15-23, the Sullivan Teacher's Guide is the best source of supplemental activities for remediation. You will find page references within the series as well as suggestions for activities outside the book. Webstermasters do exist for these books, but they do not correspond so closely as those for the earlier books. Another good source of references is the skill sequence list found in the Teacher's Guide.

The sequence of structuring supplemental materials may be summarized as follows:

When a child completes a test:

Carefully score his/her responses.

If the child meets the accuracy criteria, praise the child's written work.

Prompt the child to read aloud.

If the child orally responds correctly, reinforce his/her reading.

Start child working on the next page.

If the child does not meet that accuracy requirement:

Review his/her incorrect responses to see if there is a pattern - that is, is there one skill deficit that can account for the errors?

Before leaving the test page, reinforce the child for some correct responses. The teacher may deliver praise and a token for working or she may prompt an oral response that may be reinforced. Remember that the child probably has made more correct than incorrect responses. . .and these should be recognized.

When you have identified the skill deficits, pick supplemental materials that best teach the skill.

Introduce the materials to the child without pointing out that the skills are remedial; you may want to emphasize that the skills are different, to help maintain the child's interest. Use your best teaching techniques. . .model the responses, prompt the child to imitate your model, then check back to give him/her positive corrective praise and feedback about his/her efforts. (Remember: this child needs more information in order to learn these "problem skills.")

When the child has completed the supplemental program the teacher has designed, readminister the book test page.

After administering the test:

If the child completed the test with 80% accuracy, have him/her continue in the Sullivan book.

If the child does not achieve 80% correct on the test page, he should be tutored individually.

If possible, have the child tutored one-to-one until he demonstrates the skill objectives.

Figure 4

SEQUENCE FOR REMEDIATION

---------- Quarter-Book Test ----------

80% or higher	below 80%
child met criteria	did not meet criteria
prompt child	reinforce a correct response
continue to next page	teacher reviews test
praise child for continuing	teacher identifies skill deficits
	supplemental materials

retest

80% or higher	below 80%
continue to next page	teacher analyzes test
	teacher develops remediation procedures
	child is tutored
	retest

* THE SAME PROCEDURE CAN BE APPLIED TO REMEDIATION FOR THE ACHIEVEMENT TEST

Tutoring

Two points need to be discussed at this time. First, you should design the tutoring program so that its objectives include the skills the child will need to have in order to complete the test page. If this is done, you will be confident that when the child has demonstrated the skills successfully during tutoring, he/she will be able to reach the accuracy criteria on the Quarter-Book Test. Readminister the test page after tutoring, then place the child in the Sullivan book. Second, as the teacher, you must be careful that a child is not recycled because of not knowing word meanings on a test page. On many of the pages in Sullivan, the context of a word presentation does not contain cues to word meaning; but knowing the meaning of the words is important on the test pages. IF A CHILD DOES NOT KNOW THE MEANING OF A WORD, BUT HAS OTHERWISE COMPLETED A TEST PAGE SUCCESSFULLY, DO NOT PUT HIM/HER INTO SUPPLEMENTAL WORK. Rather, retest orally the next time the word occurs. The child may be tutored on word meanings when, and if, the problem occurs with excessive frequency. The same procedure may be applied to the Achievement Test for remediation.

PROCEDURES FOR TEACHING READING COMPREHENSION
IN THE WAUKEGAN BEHAVIOR ANALYSIS READING PROGRAM

Rationale

We recognize that our students were benefiting from the emphasis on decoding skills and the individualized pacing of the Waukegan Behavior Analysis Follow Through interpretation of the Sullivan Reading Program. However, the ability to recognize an ever increasing number of words instantly is also an important goal of primary reading. Even more inportant is the development of a love for reading and student understanding that they read to gain meaning from the printed page.

The lead teacher's responsibility for the teaching of reading has been expanded in order to maintain the strength of the existing program while supplementing the program to fill in the gaps. To this end, supplementary materials were identified to enable teachers to help students to develop:

1. Love for reading

   - Availability of independent reading books.
   - Scheduled time for reading to class and/or sustained silent reading.
   - Provisions for sharing books.
   - Provisions for book conferences.
   - Visibility of progress charts or other evidence of reward for individual book reading.

2. Comprehension and use of skills in context

   - (K-1) Primarily to develop an adequate sight vocabulary to participate in guided reading.
   - Use of language experience approach to facilitate language development. Provide materials for group comprehension work. Develop available initial sight vocabulary readiness and teach prerequisite readiness skills.
   - (Grades 1-3) Guided reading - Basal series - appropriate placement according to student's instructional level.

3. Ability to use reading in everyday life

   - Integration of reading with instruction in content areas and other activities.

Developing a Love for Reading

Reading should be an enjoyable learning experience. In developing a love for reading, independent reading should be included to provide:

- Practice for the development of reading skills
- Opportunities for the children to experiment and produce language.
- Appreciation of reading.
- Vocabulary and comprehension expansion to increase fluidity in independent reading.

To help students develop a love for reading, a variety of good books should be available. The introduction and sharing of books between student and teacher should be implemented through:

A. Storytelling as a sharing experience.
   - It introduces books as a source of pleasure throughout life.
   - It encourages the art of listening.
   - It introduces the child to patterns of language and extends his vocabulary.
   - It keeps alive the cultural heritage of a people.
   - It encourages the development of imagination by forcing children to visualize instead of depending upon pictures.
   - It encourages the understanding of other people - the hopes and fears they have in common.
   - It introduces stories to boys and girls who cannot yet read by themselves; and it expands their reading interests.
   - It makes it possible for children to understand and enjoy certain types of literature which they might never attempt to read themselves.

Especially suited for storytelling are the folktales which were created orally and have been passed on through the years.

Stories which depend upon pictures for meaning are recommended to be read orally to children in the author's words, i.e., E. B. White, Kenneth Grahame, and A. A. Milne.

There are a number of helpful books for beginning and experienced storytellers. Among them:

Way of the Storyteller by Rugh Sawyer

Storytelling: Art & Technique by Augusta Baker

Time for Fairy Tales by May H. Arbuthnot

B. Book Talks using carefully selected listings of classroom books and books with filmstrips. These can be arranged by book language patterns, such as abc books, wordless books, poetry, read aloud books selected by the child for independent use.

C. Reading Corner should be relaxing, interesting, and attractive. Physical arrangements should be considered. It should allow for classroom traffic. It should catch the eye of any reader. A child can choose a good book of his choice to be read in the reading corner. Also, a book chosen by the teacher can be read aloud to a group in the reading corner.

D. Book Conferencing: The teacher has to set the mood for the student and herself. The teacher, too, should be very excited about the student's book. This should help motivate the discussion. Conferencing should be away from the teacher's desk. Preferably, it should take place in a reading corner or at a reading table. The remainder of this section will deal with conferencing procedures.

OBJECTIVES OF BOOK CONFERENCING

a. Develop Comprehension Skills

1) Central thought
2) Inference-critical reading
3) Value judgments
4) Determine author purpose
5) Follow plot sequence

b. Personality Adjustment and Reading Selection

1) Insight into personal interest in story
2) Awareness of peer group reaction
3) Insight into possible personality behavior changes

c. Monitoring Skill Development

1) Word definitions
2) Study skills
3) Ability to analyze skills

d. Expansion of Conference Activities

After closure of conference indicates follow-up with:
1) Self-directed activities
2) Group sessions
3) Individual assignments

Procedures for Individual Conference

I. Book Choice

A. Child chooses book for conference out of 7 or 8 he has read.

B. If the teacher checks too much, he eliminates teaching discriminating choice.

C. A list of books read is kept by the child.

D. Spot check the child's list occasionally.

II. Preparation for Conferencing

A. The teacher should:

1. Read the book chosen by the child.

2. Organize conferencing area.

a) Have conferencing notebook ready.

b) Make sure other children are pursuing other activities so the conference will not be interrupted.

c) Prepare list of questions. (See "Questioning Strategies for Conferencing")

B. The child should:

1. Be able to read the book he selects.

2. Have book available at conference.

3. Know where the conferencing will take place.

4. Be orderly.

5. Have an advanced idea of questions that will be asked.

6. Have a section of his book prepared for oral reading.

III. Management Suggestions

A. Teacher's conferencing notebook should include:

1. Class list.

2. A list of books read.

3. An evaluation code designed by the teacher.

B. Prior to book conferencing, the teacher should:

1. Explain conferencing purposes to the class and preview types of questions to be asked.

2. Schedule conferences for 2-3 students daily in 5-10 minute sessions.

3. Post scheduled conferences for student reference.

4. Brief the students on self-discipline and appropriate activities during conferencing time.

5. Use motivational wall charts.

IV. Closure of the Conference

A. Indicate a self-directed activity.

1. Group work.

2. Individual assignment.

B. Praise the student for participating.

Questioning Strategies for Conferencing

Questioning should stretch the child's thoughts about the book that he/she has just read and help him/her develop a greater insight into the story. Questions should be open ended in order to encourage meaningful dialogue rather than to elicit yes-no responses. It is crucial that the teacher respect the child's right to his own opinion, but present differing viewpoints.

The following outline will help develop a questioning sequence, moving from concrete to more abstract questions and ending with the child's rehearsed selection for oral reading.

A. Plot sequence

1. Tell me the story.
2. After this..what happened next?
3. What had to happen?
4. What was the best part for you?
   a) Beginning?
   b) Middle?
   c) End?
   d) Why?

B. Comprehension questions

1. What is the central thought?
2. What kind of story is it?
3. What is it mainly about?
4. Does its setting make a difference?
5. Does time make a difference?
6. Is it like any other book?
7. Check emotions...happy? sad?

8. Can you describe the story in 2 words? 10 words?

C. Mechanical skills

1. Word definitions

a) What does this word mean?

b) Give a synonym.

2. Study skills

a) How do you find something in the index?

b) Did the pictures help you understand?

c) Find the place on the map.

d) Can you find the topic somewhere else?

3. Word Analysis

a) Divide the word.

b) Vowel sound.

c) Use clues and estimate.

D. Author purpose

1. Who is the author?

2. What is he trying to do?

3. What would you tell this author?

4. Whom does the author like and how can you tell?

5. What ideas are you sure of?

E. Questions for critical reading....value judgment

1. Do you think the story is really about ...(animals)?

2. Is there something there that is not written down?

3. Is there anything there that you've heard differently?

4. Does the story teach a lesson?

5. Does the story present a problem?

6. Is there an opinion? Agree-disagree?

7. Should there be a law about this?

8. Should everybody read this? Why? Who?

9. Is the story ridiculing someone or something?

10. Do you trust everything you read? (Develop internal suspicions)

11. Do your friends believe all they read?

F. Personality adjustment

1. Why did you choose it?

2. Did this ever happen to you?

3. Would you like to be like this person?

4. Did it make you sad? Happy?

5. Who in the story would you like to be?

6. Who would you never want to be?

7. If you could live at this time, would you want to? Why? Why not?

8. Talk to me about how you felt.

9. Do you know anyone like this character?

10. If you could change anything, what would it be?

11. Which one of your friends would like this book?

12. Do you have a problem like this?

13. Does this story make you feel like doing something? What?

G. Ability to hold an audience

1. What part do you want to read to me?

2. Re-tell the story.

THE GUIDED READING APPROACHES

TO READING COMPREHENSION

Grades K - 1

LANGUAGE EXPERIENCE APPROACH (L.E.A.): Teaching reading as interrelated with total language arts program, including reading, listening, speaking and writing. The approach is used mainly with children who have not developed the love for reading and have a vocabulary of less that 150 sight words. The approach is used with students ranging from Book 1-5 of Sullivan.

DIRECTED THINKING ACTIVITY (D.T.A.): This activity involves no reading. It is used as a readiness and fun activity for the lower grades and an introductory activity for the upper grades. This approach is the same as a D.R.T.A. without reading. The D.T.A. sets the stage for reading comprehension.

Grades 1-3

DIRECTED READING-THINKING ACTIVITY (D.R.T.A.) It is an activity where the children are allowed to predict and establish purposes for reading. Habits of reasoning take place through testing their predictions.

DIRECTED READING ACTIVITY (D.R.A.) The standard procedure for guiding reading comprehension instruction where students are prepared for reading, asked to read silently, comprehension is checked, oral rereading is conducted and skills follow-up activities are presented when appropriate.

CREATIVE PROBLEM SOLVING: Read with a specific purpose. Predictions are made preceded with reading for proof. This approach causes the children to open up and tell their ideas about how the story, event, or situation will be resolved.

DEVELOPING READING COMPREHENSION

(Kindergarten and Grade I)

The Language Experience Approach

The Language Experience Approach (L.E.A.) interrelates the teaching of reading with listening, speaking and writing. This approach is used primarily for children who have a sight vocabulary of less that 150 words. The approach is used with students ranging from Books 1-5 Sullivan. Using Language Experience in Beginning Reading, discuss:

What I can think, I can say.

What I say, I can write.

What I write, I can read.

I can read what I write and

what others write for me to read.

Day 1

1. Provide an experience to a small group.
2. Discuss the experience; elicit as much vocabulary as possible.
3. Ask students to summarize the discussion.
4. Record the "story" on large chart paper (alternate skip). The length of the story will vary according to student maturity.
5. Read story to children one or two times. (Read in a fluent manner while gliding hand under words.)
6. Invite children to read story with you.
7. As you reread story, begin dropping your voice in words you think some children may be able to "read."

Day 2

1. Read story.
2. Children read with you.
3. Give some children a copy of the story and underline the words that they know.
4. Invite an individual student to read story with you.
5. Invite a student to read with you but also to supply the words you do not say.
6. Point out the title; frame the word(s) with your hands.
7. Invite a child to find the same word in other places in the story.
8. Repeat with other words (some frequently used words can be written on a tag board and matched to the story.)
9. Show a word or letter on the board or a card and ask children to underline it in a color wherever it appears on the page. Look for others and use a different color for each.
10. Have the children match tag board sentence strips with the sentences in the story.
11. Those who are "ready" can sequence the sentence strips to duplicate the story.
12. Students can look through old magazines and books to locate "special" words from the story. They can cut the words and paste them on paper.

Day 3

1. Give each child a copy of the story. (Number each story for later reference.)
2. Have the child recognize his own words.
3. Tell the child to underline any word(s) he knows.
4. Those "ready" children can work in pairs and read the story to each other.
5. Those who are not ready can illustrate their story and/or look at library books which have a similar topic.

Day 4

1. Review the story with those who are "ready."
2. Ask each to draw another line under any word that he still remembers.
3. Write that word on a small piece of tag board. On the card, write the number of the story from which the word was taken. Place the word card in Word Bank.

Following Days

1. Individual students review words in their Word Banks. Each day the student can independently recall the word, he gets to place a check mark on the back of the card. If he does not recall the word, he looks at the story number and refers back to that story for context clues to aid recall.
2. After receiving three check marks on a card, the child can either take the card home or keep it in a special place in school.
3. Compile a class book of all the stories.
4. Use individual dictation for "readers."
5. After a child has a sight vocabulary of 50-75 words, he can begin to write his own story.

6. Word recognition skills, including phonetic and structural analysis, can be reinforced through the Word Bank.
7. Individual students can compile their own booklet or stories and bind them into a book to take home or put in the classroom library.

Advantages

1. No pressure is placed on a child to "read" the story.
2. All children are being exposed to the concept of reading as a meaning-getting process.
3. All children are exposed to using context clues as an aid to word recognition.

Example

"LETS GO CAMPING"

Dominic said, "Remember to take your sleeping bag."

Larnell said, "Camping is fun."

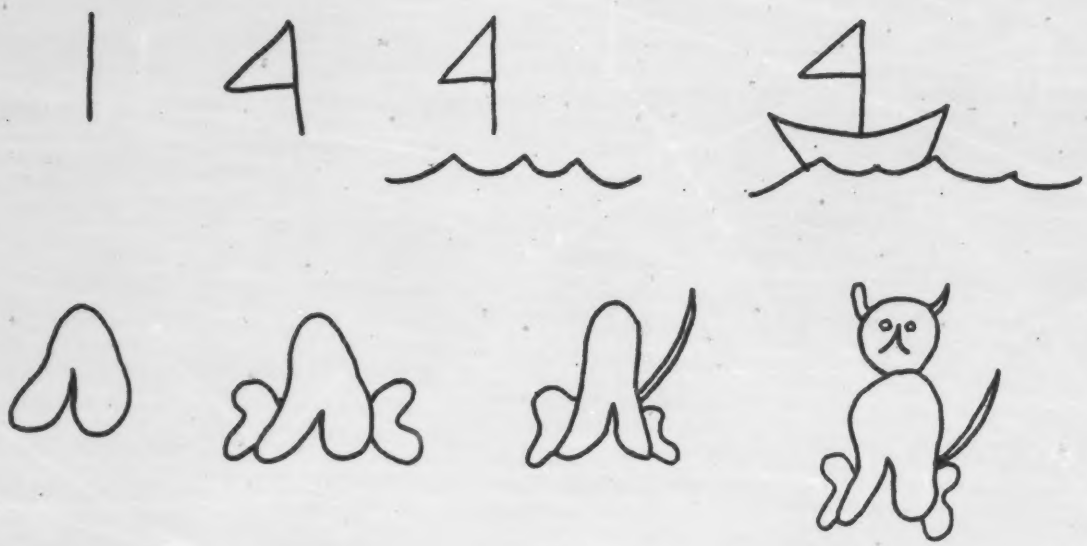
Genthina said, "Don't forget to zip your tent before you go to sleep."

Marcus said, "Always take lots of food."

Felecia said, "I am going camping this summer with my family. Summer is our favorite camping season."

The Directed Thinking Activity

This activity involves no reading. Children are asked to look at a partially drawn picture and guess what the final drawing will represent. Ask the children what clues they used to formulate their guess and allow them to change their guess as the picture develops. Whenever their ideas change, ask why their guesses change. Accept all guesses but probe to be sure there is information to support an idea.



This procedure is used as a comprehension readiness activity for students in kindergarten and first grade. The purpose of the activity is to develop children who interact with print. It can also be used to introduce the Directed-Reading-Thinking Activity to older students.

DEVELOPING READING COMPREHENSION

(Grades 1 - 3)

Guided Reading

Involve students in small group guided reading activities when they:

1. Have 150 sight words in their Word Bank.
2. Read orally with considerable ease.
3. Have developed an interest in reading and turn to books readily.
4. Show facility in attacking a word they do not recognize instantly by sight.

The purpose of guided reading is to permit students to apply reading skills in context, develop an ever increasing sight and meaning vocabulary, ignite reading interests and develop effective reading comprehension strategies. Group students homogeneously for guided reading instruction and use material at the student's independent reading level.* Students must at least be in the designated Sullivan level. Students at higher levels may also be included in the group.

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*A student's independent reading level is a level at which he/she is comfortable reading alone. The student should not make more than 1 or 2 word recognition errors in 100 running words. If students are placed at their independent reading level for comprehension in instruction, they can focus on understanding the text rather than decoding individual words.

A students' instructional reading level is the level used when the student is working with the teacher. No more than 3 word recognition errors should be made in 100 running words. Students who read haltingly, appear excessively nervous, or are making more than 35 word recognition errors are working with materials at their frustration level. Material at this level should never be used.

Sound/symbol relationships should not be followed. Decoding should be reinforced as it is introduced in the Sullivan Programmed Reading Series. The purpose of using this material is to provide a vehicle for developing reading comprehension for connected discourse, not to provide additional material for discrete skill instruction.

In order to read	*Student needs to be working in
GINN LEVEL	SULLIVAN BOOK
3	5-7
3-8	8-16
8-9	17-23

The Houghton-Mifflin series is used in W.B.A.F.T. classrooms for students who have completed sullivan book twenty-three. At this time the District 60 reading consultant should be asked to test individual students in order to determine their appropriate placement in the basal program.

*Students must at least be in the designated Sullivan level. Students at higher levels may also be included in the group.

PROCEDURES FOR TEACHING GUIDED READING

The Directed Reading-Thinking Activity

The Directed Reading-Thinking Activity (D.R.T.A.) was developed by Russell Stauffer. The purpose of the procedure is to enable the reader to become skilled at determining purposes for reading and interacting actively with print.

1. The teacher stimulates student responses by asking students to read the first sentence of a story or study the accompanying picture. Students guess what the story is going to be about. The teacher acts as a facilitator, accepts all responses and lists them on chart paper or on the chalkboard. If a student has not responded, he/she is asked to adopt one of the other guesses. The students are then asked to read a section of the story to see if their guess was correct.
2. Students are asked to prove, revise or change their guesses based on the information gained through reading the first section of the story. The teacher is now more directive and asks questions to make sure there is evidence for a student's guess in the story (e.g., "find me the word or sentence which tells you that"). Students are then asked to read the next part of the story with their revised guess in mind.
3. The procedure continues through the end of the story. Guesses become more refined and most are deleted before the final reading.

Stories to be used with the D.R.T.A. should have a clear plot and enough clues to allow the children to make good guesses. The teacher should divide the story logically and in chunks which are suitable for the ability level of the students. Students should feel free to suggest any reasonable guess and the teacher should accept all guesses.

This procedure can also be used with younger children using wordless picture books.

The Directed Reading Activity

The standard procedure for teaching guided reading is the Directed Reading Activity (D.R.A.). Most basal programs suggest directed reading activities for every story. This procedure differs from the D.R.T.A. in two ways:

1. The teacher is more directive.
2. Specific comprehension questions are prepared and asked by the teacher.

In general, the following steps are followed:

I. Preparation for Reading
   A. Teacher picks out key concepts and key vocabulary words.
   B. Presents key ideas and words.
      1. Relates to background of child.
      2. Puts words in phrases (e.g., tiny bird, lived in a forest).
      3. Motivates and develops a purpose for reading, e.g., find out what was special about this tiny bird. (Ask a motivating question pertinent to the amount of reading child can do based on ability and attention span.)

II. Silent Reading
   A. If child needs help with a word, give it immediately so train of thought is not lost.
   B. Record word for later instruction.

III. Purposeful Oral Rereading
   A. Read to answer questions on all levels of comprehension.

B. Creatively extend the story (art, science, language arts project, etc.).

Creative Problem Solving

Creative problem solving is an approach developed by Torrance and others studying creativity. When applied to reading, the purpose of the procedure is to help students relate material to their own experiences and read evaluatively. Stories should be selected which contain problems similar to problems the students have experienced.

During the first reading, the teacher carefully guides the students. Key literal questions are asked to make sure the student understands the character(s), the problem presented and the solution. The students then engage in a problem solving discussion. They are asked to evaluate the solution, discuss ways in which they or others they know solved a similar problem and generate alternative solutions. The key steps are listed below and an example is included in the appendix.

1. Analyze character(s).
2. Identify problem.
3. Identify solution.
4. Relate to personal experience.
5. Generate alternative solutions.

GUIDED READING--A STANDARD BASAL PROCESS

Teaching a Reading Lesson at any Grade Level

I. Preparation for Reading

A. Find concepts and vocabulary needed. Idea fixed by a word or group of words to give mental image.

B. How to present ideas (inductive method of teaching).

1. Draw on background of child.

2. Put words down in phrases.

Ex. Big Indians
Lived in a wigwam
To a tribe

3. Get concepts for understanding of story--jot down phrases--show to child.

4. Motivate and develop story through concepts.

5. Note: If difficulty in reading is more than one out of every two running words, book is too difficult.

C. Motivate and develop a purpose for reading.

Ex. Find out how many people live in the wigwam. Ask a motivating question pertinent to length of reading child can do. (A paragraph or one page or three pages, depending on ability, based on attention span!)

II. Silent or survey reading (never except in testing do we have a child read orally before silent reading). If child needs help with a word, give it immediately, so he doesn't lose train of thought. Record word for later use.

III. Comprehension development and check. Discuss story; question on all levels of comprehension to model good reading behavior.

IV. Purposeful oral rereading--can be combined with step III. Read to answer questions, prove a point, share a part. Never "sight read." Don't do "round robin!"

V. Skills teaching--present, practice, apply.

VI. Follow-up activities

A. Skills practice and reinforcement

B. Extending the story

1. Draw pictures--write 2 or 3 sentences under the picture telling about it.

2. Word games

3. Rewrite the story with a different ending or write a summary or tell about the part you like best.

4. Read books on same topic or by same author.

5. Use a related learning center.

TEACHING READING IN THE CONTENT AREAS

It is very necessary for student and teacher alike to see the relationship between activities that are performed in the basal reading series and the application of these skills in content area materials. In order to strengthen the transfer of these skills it is important that content area instruction is regularly taught as a guided reading lesson. (See Section 3-b, Guided Reading Approaches).

Language Experience Approach

A good method of incorporating guided reading into content areas is through the language experience approach. Science activities, nature walks, social studies films or classroom guest speakers are all satisfactory experimental bases for L.E.A. If the experience is vivid and makes a favorable impression of the topic upon the students' minds, it can be a valuable introduction to a new unit of study. L.E.A. may even prove sufficiently stimulating to build a series of supplementary "texts," such as student-written booklets to explain leaf coloration changes to accompany a unit on plant life.

Normal L.E.A. procedures should be followed with emphasis placed upon technical vocabulary. Students should be especially praised whenever they properly contribute "vocabulary words" to a language experience story.

Directed Thinking and Reading Approach

The use of D.R.T.A. technique is most readily applicable in the reading of experiment activities in which the student predicts the outcomes. Students should be encouraged to justify their predictions and inferences by referring to previously covered materials.

Special Considerations:

Take extra care to provide background experiences to unfamiliar material through the use of:

Films

Supplementary stories

Related children's and adults' magazines

Newspaper clippings of current related subjects

Concrete objects (pertaining to social studies) such as maps, costumes, foods or visitors; (pertaining to science) classroom gardens or pets, microscopes, and nature collections.

Science activities and experiments

Field trips

Make sure to present technical vocabulary as a skills lesson: provide ample opportunity to practice and review.

"Chunking" materials is especially critical in the content areas; be sure that units of text are meaningfully broken down and in small enough units for the students to manage comfortably.

Make sure that students understand the use of different reading rates relative to text content.

INCORPORATION OF READING INTO LANGUAGE ARTS PROGRAM

Reading is an important prerequisite to language arts. Language arts consists of communication skills which gives the ability to relate what is read through language expression. Incorporating reading into the language arts program can be initiated through the instruction of:

Oral Language Skills

Dramatic Plays to extend and clarify a child's concept of acting out an idea, an event, a story, or a poem.

Creative Dramatics - extending reading group experiences to a dramatic setting. After reading a series of stories about The Ten Labors of Hercules, the students voiced a desire to dramatize the account. Deciding to limit the play to the first labor, the children set about organizing a puppet show. Activities involved in this were outlining the plot, adapting the text to scrip form, practicing vocal expressions, making puppets, writing invitations, designing a program and actually performing.

Choral Reading - especially valuable in sensitizing children to tonal and rhythmic variations in speech. The following choral reading was developed from a language experience/brainstorming activity:

THANKSGIVING CHORUS

Everybody:	Thanksgiving is for giving thanks.
	Thankfulness means being glad.
	Thankfulness brings happiness.
Boys:	We are thankful for many things.
Boy #1:	For the food we eat.
Boy #2:	For nice clothes to wear.
Boy #3 :	For having a chance to go to school.
Boy #4:	For money to buy the things we need.

THANKSGIVING CHORUS

Girls:	We are thankful for the people we love.
Girl #1:	For our parents, who give us our home.
Girl #2:	For our teachers, who guide our learning.
Girl #3:	For our friends, who share our happiness.
Girl #4:	For police and firemen, who protect us from harm.
Everybody:	Join us in giving our prayer of thanks. Let us give thanks for the ones we love, and be grateful for the wonderful things we have.

Pantomime - A critical Reading Skill

Place "ing" words in a bucket -

a) singing
b) napping
c) patting
d) panting
e) sitting
f) standing
g) tapping
h) hitting
i) handing

The child who guesses the pantomined word correctly and uses the word in a complete sentence becomes "IT."

Experience Story relating to the L.E.A. discussed earlier

Dramatize the story that each group of children has written

Example: "The Beautiful Spring Story"

Stephanie said, "Robins and birds come out and sing songs."

Craig said, "Butterflies come out and fly."

Rochelle said, "Bunny rabbits come out and hop in the spring."

Shawn said, "Flowers grow in the spring."

Michelle said, "Kites can fly."

David said, "Leaves grow back on the trees."

Listening and Speaking Skills: Responding to spoken language is best

described through the communication of listening and speaking. A related activity is:

Poetry - by listening to the sound, rhythm and vivid words which stimulate creative expression.

GRADE LEVEL RESPONSIBILITIES FOR THE LEAD TEACHER

Kindergarten	First-Third Grades
. Read to students daily	. Read to students daily
. Phonics Primer	. Phonics Primer, if necessary, for first grade
. Sullivan Programmed Reading	. Sullivan Programmed Reading
. Language Experience Approach	. Language Experience Approach
. Skill Presentation	. Directed Thinking Activity
. Introduce Vocabulary	. Directed Reading Thinking Activity
. Directed Thinking Activity	. Skill Presentation
. Book Conferencing/Independent Reading	. Introduce Vocabulary
. Book Corner	. Traditional/Standard Guided Reading
. Storytelling	. Reading in the Content Areas
	. Reading in the Langauge Arts
	. Book Conferencing/Independent Reading
	. Book Corner
	. Storytelling

CLASSROOM MANAGEMENT PROCEDURE FOR WBAFT READING PROGRAM

Kindergarten

1. The teacher reads to the class at least once a day.

2. The Phonics Primer is introduced in September (refer to page 1). Instructional time for the reading earn is 20 minutes. As the children progress in the Phonics Primer, the lessons are increased to 30 minutes.

3. Once the children make the transition from the Phonics Primer to Sullivan Programmed Reading , the earns are increased to 40 minutes. The teacher works in Sullivan Programmed Reading during the reading earn exclusively until the children complete Book 1.

4. The L.E.A. is introduced in September to the entire class as an entire class activity.

5. When the teacher has decided to increase the earn to 40 minutes and the children have completed Book 1, L.E.A. is incorporated into the reading earn.

6. The lead kindergarten teacher periodically schedules L.E.A. four days of the week using the 40 minute earn time. When this type of scheduling is used for the L.E.A., the teacher has the additional staff members* working in the Sullivan reading with the children.

7. The teacher instructs in Sullivan Programmed Reading one day of the week if L.E.A. is scheduled four days of the week.

8. If the BIPR indicates that many of the children are not on target, L.E.A. is rescheduled to an entire class activity. The teacher instructs the full reading earn in Sullivan Programmed Reading or the reading earn is divided so that the children spend 20 minutes working in Sullivan Programmed Reading and the other 20 minutes is in the L.E.A. instruction. Using this kind of scheduling gives the children more work time to reach their targets.)

9. Skill presentations are taught daily. Use Sullivan to know when to introduce skills.

10. D.R.T. is periodically scheduled as a whole group activity, reading earn activity or part of the reading earn activity.

11. The teacher allows for independent reading time/book conferencing as a part of the daily schedule.

12. The teacher provides an area for a reading corner (as a place for children to be able to select books and read comfortably).

*In Waukegan's BAFT classrooms, this role is filled by a parent assistant.

First, Second, and Third Grades

1. The teacher reads to the class at least once a day.

2. If necessary, the Phonics Primer is used in the first grade for students.

3. The instructional earn is 40-50 minutes.

4. The first grade teacher instructs comprehension activities four days of the week and one day of the week is spent in Sullivan Programmed Reading.

5. The first grade teacher uses L.E.A. as an entire class activity or as a reading earn activity for children who are not on an instructional level. The instructional level is at Sullivan Book 5.

6. The second and third grade teachers instruct comprehension activities and Sullivan Programmed Reading for five days. Usually comprehension activities are scheduled in the morning and Sullivan Programmed Reading in the afternoon. (However, both can be scheduled differently.) (Refer to Sample Group Chart B.)

7. Skill presentations are given daily. (Refer to Critical Skill Chart.)

8. The teacher allows for independent reading time or conferencing as part of the daily schedule.

9. The teacher provides an area for a reading corner (as a place for children to be able to select books and read comfortably).

If the BIPR indicates that many of the children are not on target, the following is used:

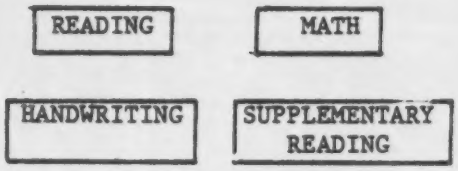
1. The first grade teacher, in addition to the one day spent in Sullivan, may spend 2 days instructing Sullivan Programmed Reading.

2. The second and third grade teachers work with the student every day in the Sullivan Programmed Reading. There is adequate time for children to reach the reading target. However, if necessary, the teacher can be flexible in scheduling. She may want to instruct the Sullivan Programmed Reading for a day rather than work on a comprehensive activity.

3. Both second and third grade teachers may divide the comprehension reading earn; twenty minutes is used for a comprehension activity and the other twenty minutes is used for Sullivan Programmed Reading.

HOW TO SET UP GROUPS

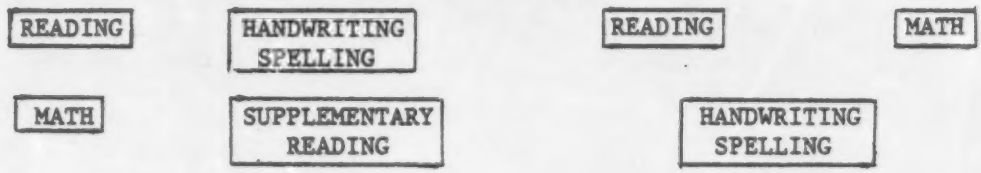
KINDERGARTEN GROUPING



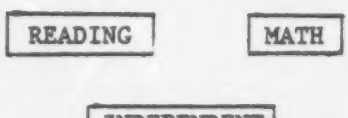
(Sample Flow Chart)

1. The four groups work simultaneously.
2. The children are grouped homogenously at the beginning of kindergarten.
3. When the children make the transition from Phonics Primer to Sullivan Programmed Reading, individualization takes place. The children work at their own pace.
4. The children are heterogenously grouped after all the students have made the transition to Sullivan Programmed Reading.

FIRST, SECOND, AND THIRD GRADE GROUPING



(First Grade) (Second Grade)



(Third Grade)

1. The groups in each grade level work simultaneously.
2. Take Sullivan Book Reading Placements of the children and group homogeneously for comprehension activities.
3. Maintain heterogenous grouping for other areas: math, handwriting, spelling, and supplementary reading.
4. All the children are scheduled to work in each area.

The following shows how to work out grouping homogeneously for comprehension activities using the Sullivan Book Placement and heterogenously for supplementary reading, math, and handwriting/ spelling.

FIRST GRADE

	Bk.-Pg.
1.	Ann - 2-5
2.	Bob - 2-10
3.	Carl - 2-16
4.	Donna - 2-17
5.	Eddie - 2-25
6.	Frank - 2-26
7.	Greg - 2-46
8.	Harry - 3-28
9.	Ivan - 4-20
10.	John - 2-81
11.	Kay - 3-38
12.	Linda - 4-56
13.	Mary - 2-63
14.	Nancy - 3-39
15.	Obie - 4-75
16.	Paula - 2-64
17.	Quincy - 3-52
18.	Ruth - 4-89
19.	Sally - 2-74
20.	Ursula - 4-100
21.	Vickie - 2-82
22.	Walter - 3-91
23.	Tommy - 3-81
24.	Xenia - 4-139

Earn I

*C.A.R.	Math	Hdwtg/Sp	Supp. Rdg.
Ann - 2	Greg - 2	Mary - 2	Sally - 2
Bob - 2	Harry - 2	Nancy - 3	Tommy - 3
Carl - 2	Ivan - 4	Obie - 4	Ursula - 4
Donna - 2	John - 2	Paula - 2	Vickie - 2
Eddie - 2	Kay - 3	Quincy - 3	Walter - 3
Frank - 2	Linda - 4	Ruth - 4	Xenia - 4

Earn II

*C.A.R.	Math	Hdwtg/Sp	Supp. Rdg.
Greg - 2	Ann - 2	Carl - 2	Eddie - 2
John - 2	Nancy - 3	Tommy - 3	Harry - 3
Mary - 2	Bob - 2	Ursula - 4	Ivan - 4
Paula - 2	Quincy - 3	Donna - 2	Frank - 2
Sally - 2	Ruth - 4	Walter - 3	Kay - 3
Vickie - 2	Obie - 4	Xenia - 4	Linda - 4

Earn III

*C.A.R.	Math	Hdwtg/Sp	Supp. Rdg.
Harry - 3	Donna - 2	Ann - 2	Greg - 2
Kay - 3	Carl - 2	Sally - 2	Mary - 2
Nancy - 3	Eddie - 2	Frank - 2	Paula - 2
Quincy - 3	Vickie - 2	Ivan - 4	John - 2
Tommy - 3	Ursula - 4	Bob - 2	Obie - 4
Walter - 3	Xenia - 4	Linda - 4	Ruth - 4

Earn IV

*C.A.R.	Math	Hdwtg/Sp	Supp. Rdg.
Ivan - 4	Frank - 2	Greg - 2	Ann - 2
Linda - 4	Sally - 2	John - 2	Bob - 2
Obie - 4	Mary - 2	Eddie - 2	Carl - 2
Ruth - 4	Paula - 2	Vickie - 2	Donna - 2
Ursula - 4	Tommy - 3	Harry - 3	Nancy - 3
Xenia - 4	Walter - 3	Kay - 3	Quincy - 3

* Comprehension Activity Reading

SECOND AND THIRD GRADES

	Bk.-Pg.
1.	Andrea - 4-3
2.	Billy - 4-10
3.	Carla - 4-23
4.	Dolly - 4-36
5.	Essie - 4-40
6.	Francis - 4-59
7.	Gilda - 3-70
8.	Harold - 3-35
9.	Ida - 5-42
10.	Jim - 6-56
11.	Kelly - 7-89
12.	Leroy - 9-100
13.	Malcolm - 5-56
14.	Nia - 6-72
15.	Olivia - 7-79
16.	Perry - 5-78
17.	Quinn - 6-89
18.	Roy - 7-104
19.	Steve - 9-130
20.	Tamla - 5-92
21.	Viola - 7-122
22.	Wendy - 8-26
23.	Lisa - 8-57
24.	Mamie - 6-97

Earn I

Comp. Rdg.	Math	Hdwtg/Sp
Andrea - 4	Ida - 5	Perry - 5
Billy - 4	Jim - 6	Quinn - 6
Carla - 4	Kelly - 7	Roy - 7
Dolly - 4	Leroy - 9	Steve - 9
Essie - 4	Olivia - 7	Tamla - 5
Francis - 4	Wendy - 8	Mamie - 6
Gilda - 3	Nia - 6	Viola - 7
Harold - 3	Malcolm - 5	Lisa - 8

Earn II

Comp. Rdg.	Math	Hdwtg/Sp
Ida - 5	Andrea - 4	Dolly - 4
Malcolm - 5	Billy - 4	Essie - 4
Perry - 5	Carla - 4	Francis - 4
Tamla - 5	Gilda - 3	Harold - 3
Jim - 6	Roy - 7	Kelly - 7
Nia - 6	Viola - 7	Olivia - 7
Quinn - 6	Lisa - 8	Wendy - 8
Mamie - 6	Steve - 9	Leroy - 9

Earn III

Comp. Rdg.	Math	Hdwtg/Sp
Kelly - 7	Dolly - 4	Andrea - 4
Olivia - 7	Essie - 4	Billy - 4
Roy - 7	Francis - 4	Carla - 4
Viola - 7	Harold - 3	Gilda - 3
Wendy - 8	Perry - 5	Malcolm - 5
Lisa - 8	Quinn - 6	Nia - 6
Steve - 9	Tamla - 5	Ida - 5
Leroy - 9	Mamie - 6	Jim - 6

(In third grade, the handwriting/spelling group is the independent group and other work is assigned to the children.)

. The grouping for second and third grade is for the morning. For the afternoon, the second and third grades break up into two large heterogenous reading and math groups. (Refer to Schedule on page

CLASSROOM SEATING CHARTS FOR EARNS

- Seating charts are made for the classroom team to identify children that are in groups for the earns. (The seating charts are made according to the group.)
- The charts are labeled with shapes, colors, and flowers as shown in the examples below in each subject; reading, math, handwriting/ spelling and supplementary reading.
- Small tag charts are given to or pinned on the children so they can become familar with where they should be for the earns.
- These tag charts the children use until they learn where they go for each earn.

SECOND GRADE PLACEMENT CHART

Time (Est.)	Teacher Rdg.Comp.Act.	Teacher Aide Math	Parent Assistant Hdwtg/Sp
9:00-9:40	Earn I ■ 's	Earn I ▲ 's	Earn I ● 's
	Andrea	Ida	Perry
	Billy	Jim	Quinn
	Carla	Kelly	Roy
	Dolly	Leroy	Steve
	Essie	Olivia	Tamla
	Francis	Nia	Mamie
	Gilda	Malcolm	Viola
	Harold	Wendy	Lisa
9:40-10:20	Earn II(Red)	Earn II(Yellow)	Earn II(Green)
	Ida	Andrea	Dolly
	Malcolm	Billy	Essie
	Perry	Carla	Francis
	Tamla	Gilda	Harold
	Jim	Roy	Kelly
	Nia	Viola	Olivia
	Quinn	Lisa	Wendy
	Mamie	Steve	Leroy
10:20-11:00	Earn III (tulip)	Earn III (daisy)	Earn III (rose)
	Kelly	Dolly	Andrea
	Olivia	Francis	Billy
	Roy	Essie	Carla
	Viola	Harold	Gilda
	Wendy	Perry	Malcolm
	Lisa	Tamla	Nia
	Steve	Mamie	Ida
	Leroy	Quinn	Jim

(The class is from the second and third grade grouping found on page 67.)

SCHEDULING

The following are diagrams indicating how each subject is scheduled during the day for grade levels K-3.

(Kindergarten)

			Reading	Math	Hdwtg/Sp*	Supp.Rdg.
A.M.	9:00-9:30	Earn I				
	9:55-10:25	Earn II	↓	↓	↓	↓
	10:55-11:25	Earn III	↓	↓	↓	↓
P.M.	1:45-2:10	Earn IV				

(First Grade)

			Reading	Math	Hdwtg/Sp*	Supp.Rdg.
A.M.	9:00-9:40	Earn I				
	9:40-10:20	Earn II	↓	↓	↓	↓
	10:20-11:00	Earn III	↓	↓	↓	↓
P.M.	1:25-2:15	Earn IV				

(Second Grade)

			Reading	Math	Hdwtg/Sp*	
A.M.	9:00-9:40	Earn I				
	9:40-10:20	Earn II	↓	↓	↓	
	10:20-11:20	Earn III	↓	↓	↓	
P.M.	1:20-2:00	Earn IV	Sullivan Rdg.		Math	
	2:00-2:50	Earn V	↓		↓	

(Third Grade)

			Reading	Math	Independent Group
A.M.	9:00-9:40	Earn I			
	9:40-10:20	Earn II	↓	↓	↓
	10:20-11:00	Earn III	↓	↓	↓
P.M.	12:15-12:55	Earn IV	Sullivan Rdg.		Math
	12:55-1:35	Earn V	↓		↓

* Handwriting/spelling groups are optional for replication sites.

The following are sample schedules showing kindergarten whole/half day activities and first through third grade full day activities. These are general schedules and modification can be made to fit the classroom management of the teacher.

KINDERGARTEN (Whole Day)

Announce Spend (30 minute Earn)	
9:00 - 9:30	Earn I
9:30 - 9:35	Token Exchange
9:35 - 9:55	Spend 1
9:55 - 10:25	Earn II
10:25 - 10:55	Exercise Break
10:55 - 11:25	Earn III
11:25 - 11:30	Token Exchange
11:30 - 11:45	Spend 2
11:45 - 12:00	Storytime
12:00 - 1:00	Lunch
1:00 - 1:40	Class Activity (Science, Social Studies, Etc.)
1:40 - 1:45	Announce Spend
1:45 - 2:20	Earn IV
2:20 - 2:25	Token Exchange
2:25 - 2:45	Spend 3
2:45 - 2:55	Dismissal Preparation
3:00	Dismissal

Announce Spend (40 minute Earn)	
9:00 - 9:40	Earn I
9:40 - 9:45	Exercise Break
9:45 - 10:25	Earn II
10:25 - 10:30	Exercise Break
10:30 - 11:10	Earn III
11:10 - 11:15	Token Exchange
11:15 - 11:30	Spend 1
11:30 - 12:15	Storytime-Language Arts
12:15 - 12:40	Lunch
12:40 - 1:40	Class Activity
1:40 - 1:45	Announce Spend
1:45 - 2:20	Earn IV
2:20 - 2:25	Token Exchange
2:25 - 2:45	Spend 2
2:45 - 2:55	Dismissal Preparation
3:00	Dismissal

KINDERGARTEN (Half Day A.M.)

Announce Spend (30 minute Earn)	
9:00 - 9:30	Earn I
9:30 - 10:00	Earn II
10:00 - 10:30	Earn III
10:30 - 10:35	Token Exchange
10:35 - 10:50	Spend
10:50 - 11:25	Class Activity
11:25 - 11:30	Dismissal Preparation
11:30	Dismissal

KINDERGARTEN (Half Day P.M.)

Announce Spend (25 minute Earn)	
12:30 - 12:55	Earn I
12:55 - 1:00	Exercise Break
1:00 - 1:25	Earn II
1:25 - 1:35	Exercise Break
1:35 - 2:05	Earn III
2:05 - 2:10	Token Exchange
2:10 - 2:35	Spend
2:35 - 2:55	Class Activity
2:55 - 3:00	Dismissal Preparation
3:00	Dismissal

FIRST GRADE

Announce Spend

9:00 - 9:40	Earn I
9:40 - 10:20	Earn II
10:20 - 11:00	Earn III
11:00 - 11:20	Spend
11:20 - 11:50	Tutoring/Independent Reading/Conferencing
11:50 - 12:10	Storytime
12:10 - 12:35	Lunch

Announce Spend

12:35 - 1:25	Content Area
1:25 - 2:15	Earn IV
2:15 - 2:30	Storytime
2:35 - 2:50	Independent Reading/ Conferencing
2:50 - 3:00	Dismissal Preparation
3:00	Dismissal

SECOND GRADE

Announce Spend

9:00 - 9:40	Earn I
9:40 - 10:20	Earn II
10:20 - 11:00	Earn III
11:00 - 11:20	Spend
11:20 - 11:50	Tutoring/Independent Reading/Conferencing
11:50 - 12:35	Lunch

Announce Spend

12:35 - 1:20	Content Area
1:20 - 2:00	Reading or Math
2:00 - 2:35	Math or Reading
2:35 - 2:50	Spend
2:50 - 3:00	Dismissal Preparation
3:00	Dismissal

THIRD GRADE

Announce Spend	
9:00 - 9:45	Earn I Comp. Rdg. Act.
9:45 - 10:25	Earn II Math
10:25 - 11:05	Earn III Independent Reading
11:05 - 11:25	Spend
11:25 - 11:30	Prepare for Lunch
11:30 - 12:15	Lunch

Announce Spend	
9:00 - 9:45	Earn I Sullivan or Math
9:45 - 10:25	Earn II Sullivan or Math
10:25 - 10:40	Spend
10:40 - 11:25	Content Area
11:25 - 11:30	Prepare for Lunch
11:30 - 12:15	Lunch

Announce Spend	
12:15 - 12:55	Earn IV Sullivan or Math
12:55 - 1:35	Earn V Sullivan or Math
1:35 - 1:50	Spend
1:50 - 2:30	Content
2:30 - 2:50	Storytime/Independent Reading/Conferencing
2:50 - 3:00	Dismissal Preparation
3:00	Dismissal

Announce Spend	
12:15 - 12:55	Earn III Comprehension Activity
12:55 - 1:35	Earn IV Math
1:35 - 2:15	Earn V Independent Group
2:15 - 2:30	Spend
2:30 - 2:50	Storytime/Independent Reading/Conferencing
2:50 - 3:00	Dismissal Preparation
3:00	Dismissal

APPENDICES

Appendix I

GENERAL VS. DESCRIPTIVE PRAISE

General Praise tells the child he/she did something well, but Descriptive Praise lets the child know exactly what he/she did well or appropriately.

The following are examples that may be difficult to decide whether the praise is descriptive or general, so we have attempted to clarify them.

Examples

A. "You sat down so nicely." (Descriptive)
This tells what the child did. It is a social behavior.

B. "Thank you for reaching your red line." (Descriptive)
"Thank you" will be considered praise from now on.

C. "That's the right answer." (Statement of fact, it is not praise.) The words, "okay" and "right" are statements of fact, not praise.

D. "Nice reading." (General) We want you to be more specific than naming the subject.

E. Some examples of Descriptive Praise for academic behaviors in READING are:

1. "Terrific, Ena. 'The Sweetest Thing in the World' is the title of the story."

2. "Excellent, Byron. You recall the detail very well. Tommy, the snake, lives in Farmer Ned's garden."

3. "Wonderful, Tim. It was Miss Smith who asked Sam and Ann to buckle their safety belts."

4. "Yes, Malcolm, very good. A man who lives in Bog is a Bogling."

5. "Great, Harriet. A star picture is called a constellation."

6. "Marvelous, Phyllis. The opposite of rare is common."

7. "Good, Nat. Leap means the same as jump."

8. "I'm so proud of you, Fred, for locating the detail--Hercules had to perform Ten Labors."

9. "Beautiful, Mark. Enormous means very big."

10. "Thank you, Sam, for answering the question. The Sahara Desert is in the Northern part of Africa."

Appendix II

TEACHING PROMPTING PHRASES

Here are some phrases that teachers use when teaching the Phonics Primer. The phrases that are appropriate will be repeated with the specific pages. Feel free to adapt them if you find that it facilitates your children's learning. The importance of using certain phrases is to insure that all children will be able to respond correctly to a prompt. A prompt that is not clear or misunderstood could cause a child to respond incorrectly.

TEACHER PROMPTING PHRASES

"Watch my finger."
"Say this word."
"Say this sound."
"Point to the sound I say."
"Sound it out."
"Say the sound above the arrow."
"Say the sound as long as I point to it."
"Point to the arrow and say the sound above it as you point."
"Say this phrase."
"Point to the phrase when I say it."
"Point to the word that says _____."
"Point to the sound that says /a/."
"Read the word."
"Point to a period."
"Point to a question mark."
"Circle the picture that matches the word."
"Name this picture."
"What sound is missing."
"Fill in the blank with the right sound."
"Read this sentence."
"Read this question."
"Point to the sentence when I say it."
"Point to the question when I read it."
"Circle the _____ I read."
"Say 'yes' with me."
"Say 'no' with me."
"Point to the word yes."
"Point to the word no."

Appendix III

A REVIEW OF SUGGESTED READING TECHNIQUES

FOR A BEHAVIOR ANALYSIS CLASSROOM

Ways to check reading progress:

1. Using end-of-book achievement tests.
2. Having children read new words for each quarter-book.
3. Having children read samples of most difficult items of quarter-book test to teachers.
4. Sampling children's oral reading frequency.
5. Using descriptive praise that directly relates to reading skills.
6. Giving tokens contingent on reading skills.

Ideas on how to insure that children are acquiring decoding skills:

1. Having the child sound out the word before being told the new word.
2. When a child misses a word, having the child sound it out as a correction procedure.
3. Checking the children for acquisition of new sound-symbol relationships each quarter-book (e.g., in Book 1, last quarter-books, sh, st, d, nd, and g are introduced.)
4. Always giving the child an opportunity to sound out a word even if the teacher has given help with the original sounding out.
5. Having short small group drill practice.

Ideas on how to insure that children are able to generalize skills learned outside of workbooks:

1. Using storybooks as supplementary instruction after or during each book.

2. Having children read new words from each quarter-book. Words should be shown in isolation without any picture cues.

3. Using Sullivan words as spelling words.

4. Using library books as part of supplementary instruction.

Ideas on how to teach comprehension:

1. Requiring high accuracy on gold comprehension pages (Book 9).

2. Frequently asking children about content of stories -- not about pictures.

3. Starting Reading for Understanding kits at the earliest possible point as a supplement to Sullivan.

*4. Making murals or picture books relating the content of stories.

*5. Having children write their own stories, and have comprehension questions for these.

* #4 and #5 might be used during spend times or group activity times.

Appendix IV

READING ENRICHMENT

Based on the assumption that it is never enough to teach reading skills alone, and that reading for pleasure must also be taught, all teachers are encouraged to schedule reading enrichment as an on-going part of the Waukegan Behavior Analysis Follow Through day. Enjoyment of literature can be fostered by teachers who read aloud, dramatize stories, use a flannel board to tell stories and bring into the classroom their own creative ideas. The Waukegan Follow Through recommends that an attractive and inviting area be set aside for a reading area where students can read library or other books for pleasure.

Circle One:

Name of Teacher _____

Math
Spelling
Handwriting
Reading

Appendix V
DAILY RECORD SHEET

WEEK OF _____ to _____ Classroom Number _____

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
NAME	BK.	PAGE	BK.	PAGE	BK.	PAGE	BK.	PAGE	BK.	PAGE

Please keep a record sheet for each school week with book and page number for each child. Keep the record sheets in a folder hung on the wall. The evaluation aide will check your books from time to time to verify BIPR placements.

Appendix VI

DOLCH BASIC WORD LIST

Pre-Primer

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. funny
12. go
13. help
14. here
15. I
16. in
17. is
18. it
19. jump
20. little
21. look
22. make
23. me
24. my
25. not
26. one

Pre-Primer (cont.)

27. play
28. red
29. run
30. said
31. see
32. the
33. three
34. to
35. two
36. up
37. we
38. where
39. yellow
40. you

Primer

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. eat
14. four
15. get
16. good
17. have
18. he
19. into
20. like
21. must
22. new
23. no
24. now
25. on
26. our

Primer (cont.)

27. out
28. please
29. pretty
30. ran
31. ride
32. saw
33. say
34. she
35. so
36. soon
37. that
38. there
39. they
40. this
41. too
42. under
43. want
44. was
45. well
46. went
47. white
48. white
49. who
50. will
51. with
52. yes

Dolch Basic Word List - Page 2

1st Reader	1st Reader (cont.)	2nd Grade	2nd Grade (cont.)
1. after	26. old	1. always	26. read
2. again	27. once	2. around	27. right
3. an	28. Open	3. because	28. sing
4. any	29. over	4. been	29. sit
5. as	30. put	5. before	30. sleep
6. ask	31. round	6. best	31. tell
7. by	32. some	7. both	32. their
8. could	33. stop	8. buy	33. these
9. every	34. take	9. call	34. those
10. fly	35. thank	10. cold	35. upon
11. from	36. them	11. does	36. us
12. give	37. then	12. don't	37. use
13. going	38. think	13. fast	38. very
14. had	39. walk	14. first	39. wash
15. has	40. were	15. five	40. which
16. her	41. when	16. found	41. why
17. him		17. gave	42. wish
18. his		18. goes	43. work
19. how		19. green	44. would
20. just		20. its	45. write
21. know		21. made	46. your
22. let		22. many	
23. live		23. off	
24. may		24. or	
25. of		25. pull	

Dolch Basic Word List - Page 3

3rd Grade	3rd Grade (cont.)
1. about	26. myself
2. better	27. never
3. bring	28. only
4. carry	29. own
5. clean	30. pick
6. cut	31. seven
7. done	32. shall
8. draw	33. show
9. drink	34. six
10. eight	35. small
11. fall	36. start
12. far	37. ten
13. full	38. today
14. got	39. together
15. grow	40. try
16. hold	41. warm
17. hot	
18. hurt	
19. if	
20. keep	
21. kind	
22. laugh	
23. light	
24. long	
25. much	

Appendix VII

DOLCH STORIES

The See Saw

DOLCH I

Jane was going to the store. She went down the street. She saw a boy and a little dog.

The boy said, "Come play with me. You may play with my dog."

Jane said, "I will play with you. What can the dog do? He is not very big."

"He is a good dog," said the boy. "He can run and jump, and he can ride a see-saw."

"Oh, I want to see him ride." said Jane. "Where is it?"

"I have it in here," said the boy.

He said to the dog, "Go find the see-saw. We will have a ride."

The dog ran to the see-saw.

"Do you like to ride?" said the boy. "Say 'Yes'."

The dog said, "Bow-wow!"

"Look at this," said the boy. "I am up and he is down. He is up and I am down."

"What a funny ride for a dog!" said Jane.

Did you ever see a dog ride a see-saw?

DOLCH II

CAMPING OUT

Some boys went camping. They were going to sleep in a brown tent. They put it up by a tree. Two of the boys went into the tent to make the beds. They had put up the tent too fast, and it soon came down on them. The boys were under it. They could not get out. The other three boys began to laugh. The boys began to call, "Help, help! Stop laughing and give us some help! This is no fun!"

After the tent was up, they made the beds. Then they all went for a walk. There were so many pretty flowers they picked some to take home. The flowers were red and blue and white. They saw some green and black berries, but they were not good to eat. They saw an old woman. One of the boys gave his flowers to her. She was very pleased at that. She said to him, "Thank you for your flowers."

After supper, one boy said, "Who has to do the dishes while we are away from home?"

"We will all do dishes now," said another boy.

"Yes, and then we will read and sing until bedtime."

DOLCH III

The Best Thing in the World

Once upon a time there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found. The one who can pick the best thing shall be the new king."

The first brother said, "I will look in every city or town. I will buy the best thing I can find for my father."

The next two brothers said, "We will both go on fast ships over the sea. We will find something better."

The last brother said, "I am going to ask the people here in our own land to tell me the best thing." The other three began to laugh.

"Then you will never be king!" they said.

The last brother started off. When he had gone about six miles, he met a man.

"What do you carry in those big bags?" he asked.

"The best thing in the world," said the man. "These are full of good nuts which fell from my five nut trees."

"I don't think that would work," said the brother to himself. "I will try again."

The brother went on another seven miles. He found a small brown bird. It had been hurt so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her.

"Why are you crying?" he asked.

"I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please show me."

The brother said, "Hold this bird and I will help you. It does not fly around any more because it got its wing cut."

"Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it I will always be very kind to it. I will take care of it myself. I will make it grow well again."

"Yes, you may have it." said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow hay stack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse.

He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See, there goes the king's son. He would be just the right kind of king for us."

Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write.

Months went by. He still had no beautiful thing to take to his father. Just before the year was done he went home again. The time came when the king called his sons together.

"What did you bring?" he asked.

The other brothers had many beautiful things.

"And what do you bring?" said the king to the last brother.

"This is too funny! said the other brothers. "He has nothing!"

"I bring only the friendship of your people," said the last brother.

"And that is the best thing!" cried the father. "You shall be the new king."

Appendix VIII

WORD SOUNDS

VOICELESS		VOICED	
p	(pop)	b	(bob)
t	(two)	d	(do)
k	(coat)	g	(goat)
f	(fan)	v	(van)
s	(sue)	z	(zoo)
sh	(mission)	zh	(vision)
ch	(tsh) church	j	(dzh) judge
wh	(when)	w	(wet)
th	(thin)		

CONSONANT BLENDS

bl	blue
br	brown
cl	clown
cr	crown
dr	dress
dw	dwell
fl	flower
fr	from
gl	glue
gr	grape
pl	plate
pr	pretty
sc	score
sk	skill
sl	slow
sm	small
sn	snail
sp	spin
st	story
sw	swan
tr	tree
tw	twelve
wr	wrench
sch	school
scr	screen
squ	squash
str	string
thr	throw

DIAGRAPHS

ch	chute
ch	choral
ch	church
gh	cough
ph	graph
sh	ship
th	three
th	that
wh	which
wh	who
ar	car
er	her
ir	dirt
or	for
ur	fur
aw	law
ew	few
ow	now

VOWELL SOUNDS

Short	Long
a bat	a rake
e bed	e jeep
i pig	i kite
o lock	o rope
u duck	u mute

Appendix IX

GLOSSARY

BACK-UP	Activity or game offered during a spend time and at the end of a contracting period.
BIPR	A Bi-weekly Individualized Progress Report completed by the teacher and sent to The University of Kansas (Lawrence) to evaluate student progress.
BOOK CONFERENCING	The discussion between a student and the teacher about a book. The book has been chosen and read by the child. The teacher, too, is familiar and excited about the selected book.
CHUNKING	The sectioning of material to facilitate reading comprehension and questioning.
COMPUTER FEEDBACK	A Bi-weekly report from The University of Kansas to teacher indicating progress each child has made and his future target.
CONTACTS	A. Maintenance - Praises by the teacher to student working in reading material during earn. B. Monitoring - Teacher checks the child's skills and teaches additional skills. C. Trouble - Student encounters difficulty in materials and raises his hand for teacher's attention.
CONTENT AREA	Material in which primary emphasis is placed on attaining information in a particular subject area, i.e., social studies.
CONTRACT	A written agreement between the teacher and student for pages to be done.
CRITICAL SKILL	An important concept to be learned so to read effectively.
EARN	Period of time Follow Through children are working in academic materials (instruction in books).
EXCHANGE	Period when activities are announced, child counts tokens, chooses an activity, and engages in activity.

GUIDED READING	The development of language and the understanding of stories through specific teaching techniques.
PROMPT	A verbal request from the teacher for a specific academic response. Example: "Read this sentence," "Write this letter," etc.
RED LINE	A mark to show completion of assignment. Time when a Follow Through teacher questions and asks the child to explain what he/she has done.
RED STAR	Symbol used in math and reading books to indicate new words, concepts, or skills.
REINFORCER	Any event or activity which increases a particular behavior. It is pleasant or desirable.
RESPONSE	A behavior or an action.
SPEND	Time to use tokens to buy games and activities in the classroom.
TARGET	An individualized preset number of pages, determined by computerized BIPR feedback, that each child is expected to complete in a two week period.
TIME OUT	Three to five minutes when, because of poor behavior, a child cannot earn or spend tokens (K through 2nd grade), or participate in contracting or back-ups (3rd grade).
TOKEN	A chip that the teacher gives to the child for good work or good behavior. (Red and white tokens are equal - used in kindergarten through second grade.)

BI-WEEKLY PROGRESS REPORT
(B.I.P.R.)

TEACHER GRADE

		READING		MA
ID	NAME	BK	PAGE	BK
1	Johnny	8	22	
2	Mary	8	139	
3	Teddy	5	64	
4	David	3	106	
5	Michael	8	133	
6	Ericka	5	33	
7	Tasha	5	75	
8	Chris	7	44	
9	LaTonya	8	35	

Appendix X
Bi-Weekly Individual
Progress Report

Teacher :
Grade :
School : Carman
District: Waukegan

Previous Period: 11
Target Perios: 10

Reading

STUDENT ID	NAME	ABS	Jan 06 placement BOOK	PAGE		GAIN		Jan 23 target BOOK	PAGE	RATE	COURSE
1		1	8,22	31	*	134/73	*	8,95	7+	R16	
2			8,139	32		61/81		9,68	7+	R16	
3		1	5,64	25	*	88/63	*	6,2	8+	R16	
4		3	3,106	19	*	59/37	*	4,8	5-	S16	
5			8,133	32	*	115/81	*	9,62	7+	R16	
6			5,33	25	*	68/62	*	5,118	9-	R16	
7		1	5,75	26		63/78		6,12	8+	R16	
8		1	7,44	29	*	77/73	*	7,117	7+	R16	
9			8,35	31		65/81		8,108	7+	R16	

COMPUTER FEEDBACK

Appendix XI

CRITICAL PHONICS PRIMER SKILLS

Conceptd:

1. Letters have sounds.

2. To read a word, you say the sound of the letters from left to right.

3. A sentence is a group of words that go together to say something.

4. A sentence that tells something has a dot, called a period, at the end.

5. A sentence that asks something is called a question and has a question mark at the end.

6. "Yes" and "no" are answers to questions.

7. The first letter of a sentence or a name is always a capital letter.

Sound-Symbol Relationships:

a = /æ/ as in ANT	I = /ɑy/ as in the pronoun I
i = /i/ as in INK	a = /ə/ as in the article A
p = /p/ as in PAN	th = /θ/ as in THIN
n = /n/ as in NAP	f = /f/ as in FAT
m = /m/ as in MAN	c = /k/ as in CAT
t = /t/ as in TAN	

CRITICAL SKILLS BOOK IA

Concepts:

1. The "s" of the plural

2. The word "that" used as a relative pronoun

3. Third person singular form of verbs ending in "s"

4. Verb forms ending in "ing"

5. The word "fish" used as a plural

6. The apostrophe "s" of the possessive

7. Introduction of the possessive "its"

Sound-Symbol Relationships:

s = /s/ as in SIT	ng = /ŋ/ as in SING	d = /d/ as in DID
s = /z/ as in CANS	h = /h/ as in HAT	
th = /ð/ as in THIS	sh = /š/ as in SHIP	

CRITICAL SKILLS BOOK 1

Concepts:

1. Telling sentences and questions
2. Responding to yes-no and word choice questions
3. Using the answer column and the slider
4. Responding to fill-in questions
5. Responding to picture choice questions
6. Capitalization of proper names
7. Introduction of third person singular form of verbs ending in "s" as in PATS
8. Introduction of verb forms ending in "ing" as in SINGING
9. Doubling of the consonant before "ing" as in SITTING
10. Introduction of pronouns as words that can be used in place of other words
11. Final consonant clusters "st" and "nd"

Sound-Symbol Relationships:

Consonants:	Digraphs:	Double Consonants:
b = /b/ as in BAT	ng = /ŋ/ as in SING	tt = /t/ as in SITTING
g = /g/ as in GIRL	sh = /š/ as in SHOE	pp = /p/ as in NAPPING
		ss = /s/ as in MISS

CRITICAL SKILLS 2

Concepts:

1. The comma
2. Initial consonant clusters; sn, st, tr, dr, pr, scr, br
3. Final consonant cluster "nk"
4. Compound nouns
5. Exclamation mark
6. Words ending in "en"

CRITICAL SKILLS BOOK 2 (continued)

Sound-Symbol Relationships:

Vowels:

e = /e/ as in EGG

Consonants:

r = /r/ as in RAG
k = /k/ as in KITTEN
l = /l/ as in LAMP

Diagraphs and Trigraphs:

ch = /č/ as in CHICKEN
tch = /č/ as in PATCH
ck = /k/ as in STICK

Double Consonants:

gg = /g/ as in DIGGING
ff = /f/ as in SNIFF

CRITICAL SKILLS BOOK 3

Concepts:

1. Initial consonant clusters; sl, gl, sp, gr, cr, sk, bl, spl
2. Final consonant cluster "lk"
3. Introduction of contractions

Sound-Symbol Relationships:

Consonants:

w = /w/ as in WAGON

Double Consonants:

ll = /l/ as in BELL

CRITICAL SKILLS BOOK 4

Concepts:

1. Final consonant clusters; lp, sk, ff
2. Introduction of the past tense ending "ed" with the value /t/
3. Introduction of the past tense ending "ed" with the value /d/
4. Initial consonant clusters; sw, fl
5. Introduction of the past tense ending "ed" with the value /ɨd/
6. Introduction of final silent "e"

Sound-Symbol Relationships:

Consonants:

v = /v/ as in GIVE

Digraphs:

ed = /t/ as in RIPPED
ed = /d/ as in BEGGED
ed = /ɨd/ as in HANDED

CRITICAL SKILLS BOOK 5

Concepts:

1. Final consonant clusters; mp, xt, lf
2. Introduction of the "es" ending of plural nouns and third person singular verbs
3. Initial consonant cluster; cl
4. "er" used in a syllable with primary stress

Sound-Symbol Relationships:

Consonants:

x = /ks/ as in AX

Digraphs:

wh = /w/ or /hw/ as in WHICH

Vowel-Consonant Combinations:

er = /er/ as in HELPER

CRITICAL SKILLS BOOK 6

Concepts:

1. Hyphen used in compound words
2. Word ending "et"
3. Superlative ending "est"
4. Final y = /ɑy/ as in FLY
5. Initial consonant clusters; fr, tw, sm
6. Quotation marks

Sound-Symbol Relationships:

Vowels:

final y = /ɑy/ as in FLY
final e = /iy/ as in SHE

Consonants:

j = /ǰ/ as in JAM

Vowel-Consonant Combinations:

ir = /ər/ as in BIRD
ar = /ɑr/ as in STAR
all = /ɔl/ as in SMALL

CRITICAL SKILLS BOOK 7

Concepts:

1. Initial consonant clusters; str, spr

2. Final consonant clusters; ct, pt, lt

Sound-Symbol Relationships:

Vowels:

u = /ŭ/ as in US

Consonants:

initial y = /y/ as in YARN

Vowel-Consonant Combinations:

alk = /ɔk/ as in WALK
ay = /ey/ as in MAY

CRITICAL SKILLS BOOK 8

Concepts:

1. Reading sentences containing colons

Sound-Symbol Relationships:

Vowels:

o = /ɑ/ as in BOX

Consonants:

z = /z/ as in ZIPPER

Double Consonants:

zz = /z/ as in BUZZ

Vowel-Consonant Combinations:

qu = /kw/ as in QUACK
or = /ɔr/ as in FORK
le = /əl/ as in MIDDLE
ore = /ɔr/ as in MORE

CRITICAL SKILLS BOOK 9

Sound-Symbol Relationships:

Vowels:

syllabic ending y = /iy/ as in MUDDY

a + e = /ey/ as in ATE

Consonants:

c = /s/ as in PLACE

Vowel-Consonant Combinations:

oor = /ɔr/ as in FLOOR

ur = /ər/ as in FUR

urr = /ər/ as in PURR

CRITICAL SKILLS BOOK 10

Sound-Symbol Relationships:

Vowels:

i + e = /ay/ as in SMILE

o + e = /ow/ as in THOSE

Vowel-Consonant Combinations:

el = /əl/ as in NICKEL

Consonants:

g = /ǰ/ as in CABBAGE

CRITICAL SKILLS BOOK 11

Sound-Symbol Relationships:

Vowels:

a = /ɔ/ as in WATER
u + e = /uw/ as in DUNE
u + e = /yew/ as in USEFUL
ue = /uw/ as in TRUE
u = /uw/ as in TRUTH
u = /yuw/ as in UNITED
e + e = /iy/ as in THESE
i = /ay/ as in SPIDER
o = /ow/ as in ALMOST
a = /ey/ as in TABLE

Vowel-Consonant Combinations:

ow = /ow/ as in SNOW

CRITICAL SKILLS BOOK 12

Concepts:

1. Introduce sight words "Mr.", "Mrs.", and "been".

Sound-Symbol Relationships:

Vowels:

o = /ŭ/ as in MOTHER

Vowel-Consonant Combinations:

igh = /ɑy/ as in NIGHT
ig = /ɑy/ as in SIGN
oy = /ɔy/ as in TOY
aw = /ɔh/ as in CAW

CRITICAL SKILLS BOOK 13

Concepts:

1. Introduce sight words "do", "main", and "busy".

Sound-Symbol Relationships:

Vowels:	Consonants:
ee = /iy/ as in BEE	silent b as in CLIMB

Vowel-Consonant Combinations:

wor = /wər/ as in WORD

CRITICAL SKILLS BOOK 14

Concepts:

1. Introduce sight words "adventure", "said", "women", and "woman".

Sound-Symbol Relationships:

Vowels:	Consonants:
o = / h/ as in SOFT	s = /š/ as in SUGAR
oo = /u/ as in BOOK	
u = /u/ as in PULL	

Vowel-Consonant Combinations:

ew = /uw/ as in GREW
ew = /yuw/ as in FEW

CRITICAL SKILLS BOOK 15

Sound-Symbol Relationships:

Vowels:	Consonants:
ou = /aw/ as in HOUSE	silent t in WHISTLE
o = /uw/ as in MOVE	silent w in ANSWER
ea = /iy/ as in PEACH	

Digraphs:	Vowel-Consonant Combinations:
wh = /h/ as in WHO	ture = /čər/ as in PICTURE
ph = /f/ as in ORPHAN	tion = /šən/ as in IMAGINATION
kn = /n/ as in KNOW	sion = /žən/ as in EXPRESSION
ch = /k/ as in CHRISTMAS	ion = /yən/ as in MILLION

CRITICAL SKILLS BOOK 16

Concepts:

1. Answering true/false questions

2. Finding the meaning of a word from its context

Sound-Symbol Relationships:

Vowels:

ie = /ɑy/ as in PIE
y → ie = /ɑy/ as in FLIES
y → ie = /iy/ as in PENNIES
oo = /uw/ as in MOON
o = /u/ as in WOLF

Consonants:

silent l as in HALF
silent h as in HOUR
wr = /r/ as in WRONG

Vowel-Consonant Combinations:

ow = /ɑw/ as in NOW
dge = /j/ as in EDGE
ould = /ud/ as in SHOULD

CRITICAL SKILLS BOOK 17

Concepts:

1. Homonyms

2. Syllables

3. Comprehension/Word Meaning

Sound-Symbol Relationships:

Vowels:

au =/æ / as in LAUGH
ai = /ey/ as in MAID
oi = /ɔy/ as in NOISE
ou = /ə/ as in ENOUGH

Digraphs:

gh = /f/ as in LAUGH
sc = /s/ as in SCIENTIST

Vowel-Consonant Combination:

sion = /žən/ as in EXPLOSION

CRITICAL SKILLS BOOK 18

Concepts:

1. Fact vs. Opinion
2. Introduce the format of a novel
3. Making judgements
4. Introduce accent marks
5. Prefixes "dis" and "un"

Sound-Symbol Relationships:

Vowels:	Vowel-Consonant Combinations:
ou = /uw/ as in SOUP	our = /ɔr/ as in POUR
ea = /e/ as in READ	ought = /ɔht/ as in BROUGHT
ou = /ow/ as in SHOULDER	our = /ər/ as in COURTEOUS
	ous = /əs/ as in COURTEOUS
	ain = /ən/ as in MOUNTAIN
	ear = /ər/ as in LEARN

CRITICAL SKILLS BOOK 19

Concepts:

1. Fantasy vs. Fact

Sound-Symbol Relationships:

Vowels:	Vowel-Consonant Combinations:
ei = /iy/ as in CEILING	ough = /ow/ as in ALTHOUGH
y = /i/ as in MYSTERIOUS	sure = /žər/ as in MEASURE
au = /ɔh/ as in FAULT	eigh = /ey/ as in WEIGHT
oa = /ow/ as in MOAT	aught = /ɔht/ as in CAUGHT

CRITICAL SKILLS BOOK 20

Concepts:

1. Character traits
2. Symbols for short vowels
3. Diacritical marks for long vowels

CRITICAL SKILLS BOOK 20 (continued)

Sound-Symbol Relationships:

Vowels:

ui = /i/ as in BUILDING
ea = /ey/ as in GREAT
ie = /iy/ as in BELIEVE
ui = /uw/ as in SUIT

Consonants:

gu = /g/ as in GUESS
th = /t/ as in THOMAS

Vowel-Consonant Combinations:

ear = /ehr/ as in BEAR
ear = /ar/ as in HEART

CRITICAL SKILLS BOOK 21

Concepts:

1. Review of comprehensive skills
2. Finding the meaning of a word from its context
3. Antonyms
4. Noting details
5. Putting events in sequence
6. Determining cause and effect
7. Making inferences
8. Finding the main idea
9. Determining characters feelings and motives

Sound-Symbol Relationships:

1. Review all sounds in books.
2. No new sound-symbol relationships are introduced.

CRITICAL SKILLS BOOK 22 AND 23

Concepts:

1. Finding the meaning of a word from its context
2. Matching words with their meanings
3. Antonyms
4. Noting details

Concepts: (continued)

5. Recalling details and events
6. Putting events in sequence
7. Determining cause and effect
8. Determining character traits
9. Greek myths
10. Pronounce Greek and Roman names
11. Introduce concept of myth vs. fact

Sound-Symbol Relationships:

1. Review all sounds in books.
2. No new sound-symbol relationships are introduced.

Appendix XII

LEVELS OF COMPREHENSION

Questioning is one of the best tools that a teacher has at her disposal for helping students master reading comprehension. Most teachers, however, tend to concentrate on literal-type questions because they are easily defined and readily answerable by students. In order for students to achieve the full benefit of reading instruction, they need to comprehend not only on the literal level, but on higher levels as well.

The following taxonomy will help to explain the hierarchy of comprehension skills and assist in the development of questioning strategies. A well-rounded questioning strategy for any story will include questions related to all levels of comprehension. Use this as a companion quide as you develop questions for specific stories.

TAXONOMY OF READING COMPREHENSION

1.0 Literal Recognition or Recall. Literal comprehension requires the recognition or recall of ideas, information, and happenings that are explicitly stated in the materials read. Recognition tasks, which frequently take the form of purposes for reading, require the student to locate or identify explicit statements in the reading selection itself or in exercises that use the explicit content of the reading selection. Recall tasks demand the student to produce from memory explicit statements from a selection; such tasks are often in the form of questions teachers pose to students after a reading is completed. Two additional comments seem warranted with regard to literal comprehension tasks. First, although literal comprehension tasks can be overused, their importance cannot be denied, since a student's ability to deal with such tasks is fundamental to his ability to deal with other types of comprehension tasks. Second, all literal comprehension tasks are not necessarily of equal difficulty. For example, the recognition or recall of a single fact or incident may be somewhat easier than the recognition or recall of a number of facts or incidents, while a more difficult task than either of these two may be the recognition or recall of a number of events or incidents and the sequence of their occurrence. Also related to this concern is the hypothesis that a recall task is usually more difficult than a recognition task, when the two tasks deal with the same content and are of the same nature. Some examples of literal comprehension tasks are:

1.1 Recognition or Recall of Details. The student is required to locate or identify or to call up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in the story, when such facts are explicitly stated in the selection.

1.2 Recognition or Recall of Main Ideas. The student asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion from the selection.

1.3 Recognition or Recall of Sequence. The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.

1.4 Recognition or Recall of Comparisons. The student is requested to locate or identify or to produce from memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.

TAXONOMY (Cont.)

1.5 Recognition or Recall of Cause and Effect Relationships. The student in this instance may be required to locate or identify or to produce from memory reasons for certain incidents, events or characters' actions explicitly stated in the selection.

1.6 Recognition or Recall of Character Traits. The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was when such statements were made by the author of the selection.

2.0 Inference. Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses. Conjectures or hypotheses derived in this manner may be along convergent or divergent lines depending on the nature of the task and the reading materials involved. For example, inferential tasks related to narrative selections may permit more divergent or creative conjectures because of the open-ended possibilities provided by such writing. On the other hand, expository selections, because of their content, may call for convergent hypothesis more often than not. In either instance, students may or may not be called upon to indicate the rationale underlying their hypotheses or conjectures, although such a requirement would seem to be more appropriate for convergent rather than divergent hypotheses. Generally, then, inferential comprehension is elicited by purposes for reading, and by teachers' questions which demand thinking and imagination stimulated by, but going beyond the printed page. Examples of inferential tasks related to reading are:

2.1 Inferring Supporting Details. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.

2.2 Inferring the Main Idea. The student is required to provide the main idea, general significance, themes, or moral which is not explicitly stated in the selection.

2.3 Inferring Sequence. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents; he may be asked to hypothesize about the beginning of a story if the author had not started where he did.

TAXONOMY (cont.)

2.4 Inferring Comparisons. The student is required to infer likenesses and differences in characters, times or places. Such inferential comparisons revolve around ideas such as: "here and there," "then and now," "he and he," "he and she," and "she and she."

2.5 Inferring Cause and Effect. The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations and actions in this writing.

2.6 Inferring Character Traits. In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

2.7 Predicting Outcomes. The student is requested to read an initial portion of the selection, and on the basis of this reading he conjectures about the outcome of the selection.

2.8 Inferring About Figurative Language. The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

3.0 Evaluation. Evaluation is demonstrated by a student when he makes judgements about the content of a reading selection by comparing it with external criteria, e.g., information provided by the teacher on the subject, authorities on the subject, or by accredited written sources on the subject; or with internal criteria, e.g., the reader's experience, knowledge, or values related to the subject under consideration. In essence, evaluation requires students to make judgements about the content of their reading, judgments that have to do with its accuracy, acceptability, worth, desirability, completeness, suitability, timeliness, quality, truthfulness, or probability of occurrence. Examples of evaluation tasks related to reading are:

3.1 Judgments of Reality or Fantasy. The student is requested to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.

3.2 Judgments of Fact or Opinion. In this case the student is asked to decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

3.3 Judgments of Adequacy or Validity. Tasks of this type call for the reader to judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject. In this instance, then, the reader is called upon to compare written sources of information with an eye toward their agreements or disagreements, their completeness or incompleteness, and their thoroughness or superficiality in dealing with a subject.

3.4 Judgments of Appropriateness. Evaluation tasks of this type require the student to determine whether certain selections are relevant and can contribute to resolving an issue or a problem. For example, a student may be requested to judge the part of a selection which most appropriately describes a character. Or he may be called upon to determine which references will make significant contributions to a report he is preparing.

3.5 Judgments of Worth, Desirability, or Acceptability. In this instance, the student may be requested to pass judgments on the suitability of a character's action in a particular incident or episode. Was the character right or wrong, good or bad, or somewhere in between? Tasks of this nature call for opinions based on the values the reader has acquired through his personal experience.

4.0 Appreciation. Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to to the worth of its psychological and artistic elements. Appreciation includes both knowledge of and emotional response to literary techniques, forms, styles, and structures. Examples of tasks that involve appreciation are:

4.1 Emotional Response to the Content. The student is requested to demonstrate his reaction to a selection in terms of the visceral effect it had upon him. The emotional impact of a work may have to do with such things as its ability to stimulate and sustain interest, excitement, boredom, fear, hate, or amusement on the part of the reader.

TAXONOMY (cont.)

4.2 Identification with Characters and Incidents. Tasks of this nature will elicit responses from the reader that demonstrate his sensitivity to sympathy for or empathy with characters and events portrayed by the author.

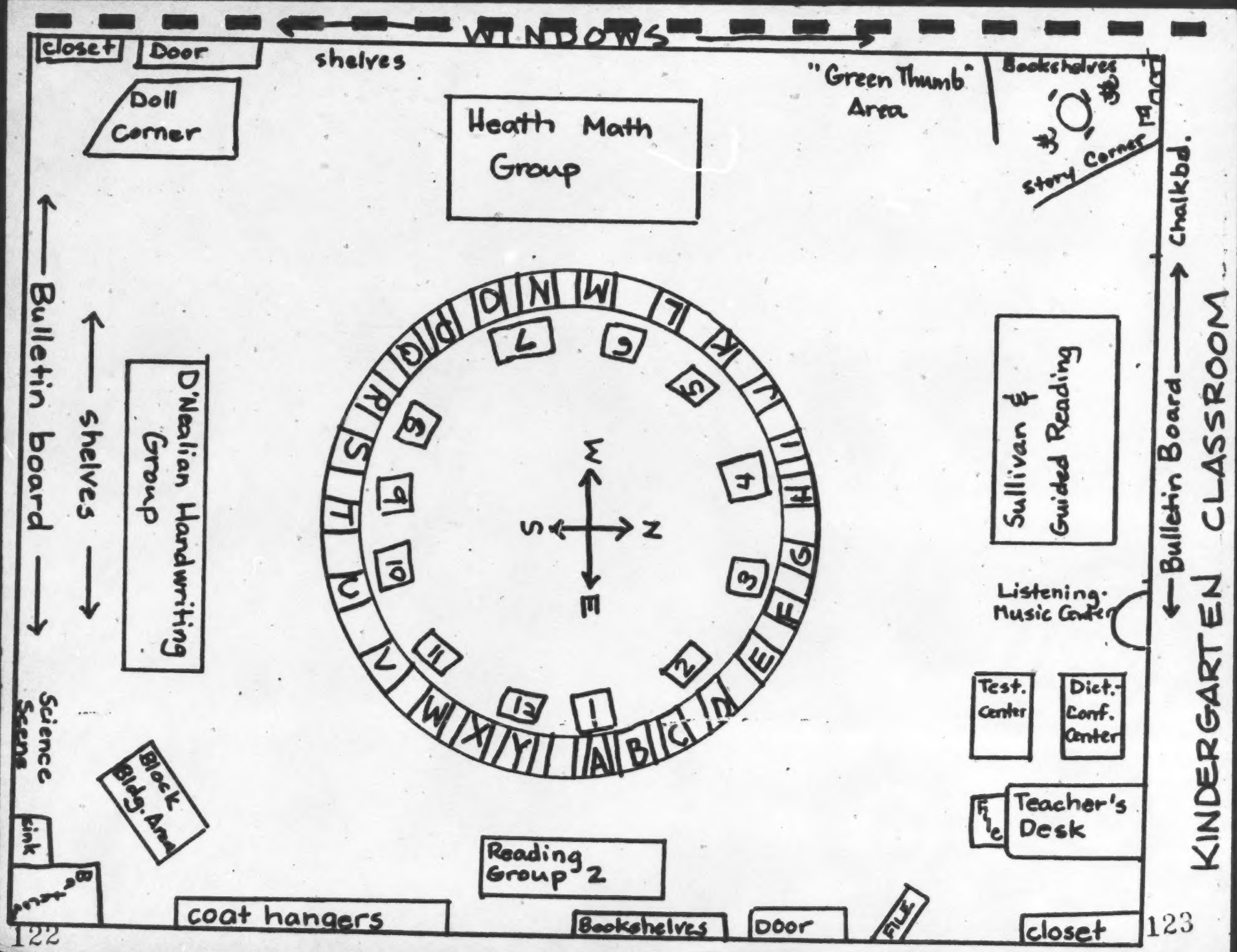
4.3 Reactions to the Author's Use of Language. In this instance, the student is required to recognize and respond to the author's craftsmanship in his use of words. Such tasks deal with the semantic dimensions of the selection, e.g., the connotations and denotations of words.

4.4 Imagery. In this instance, the reader is called upon to recognize and respond to the author's artisitc ability to "paint word pictures" that cause him to visualize, smell, taste, hear or feel the things the author is describing.

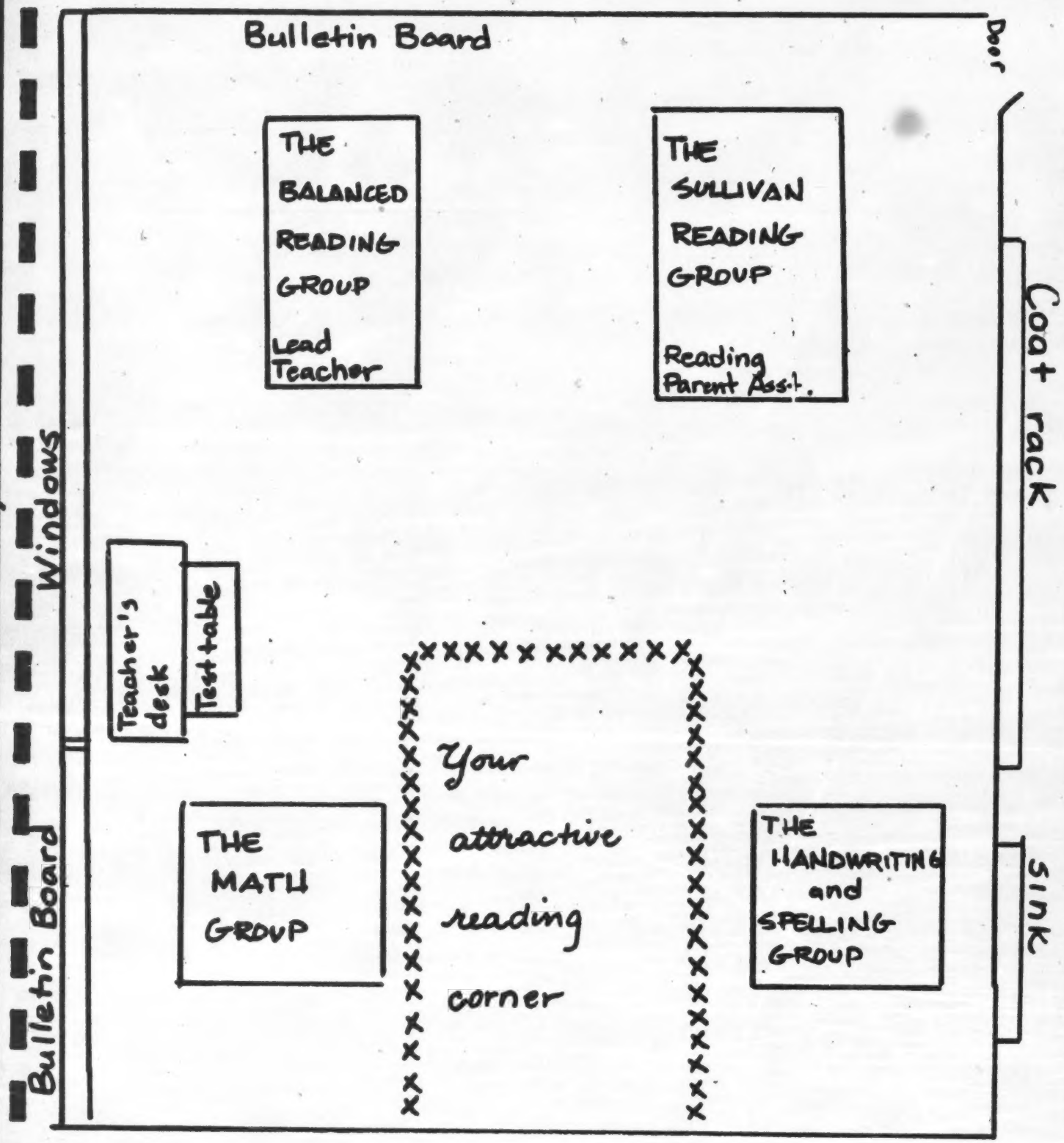
Appendix XIII

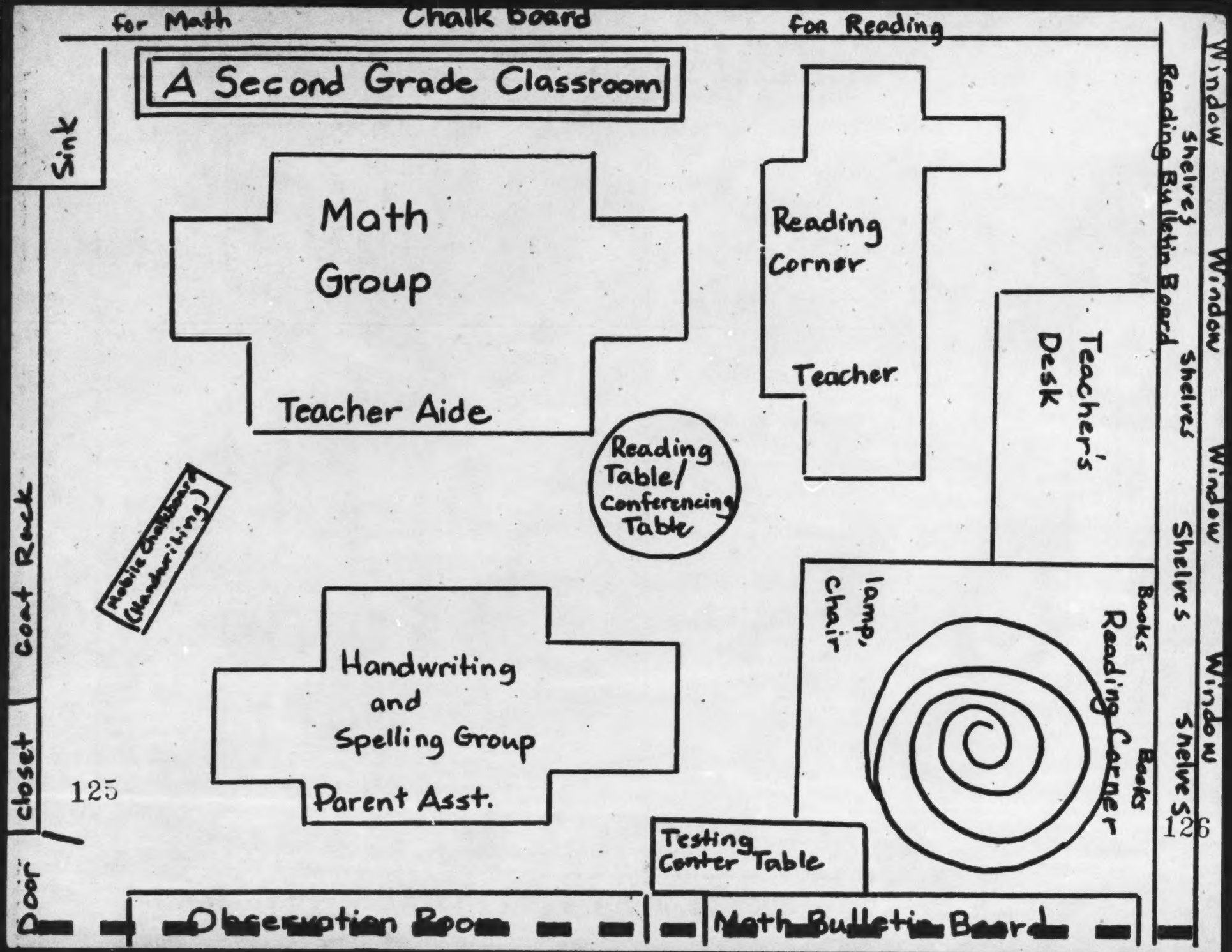
ROOM ARRANGEMENT

The following diagrams are the floor plans of actual classrooms. Note the room arrangements, which allow for organized classroom flow as students move from one group to the next during the day. Use these diagrams as an aid as you plan your own classroom arrangement.

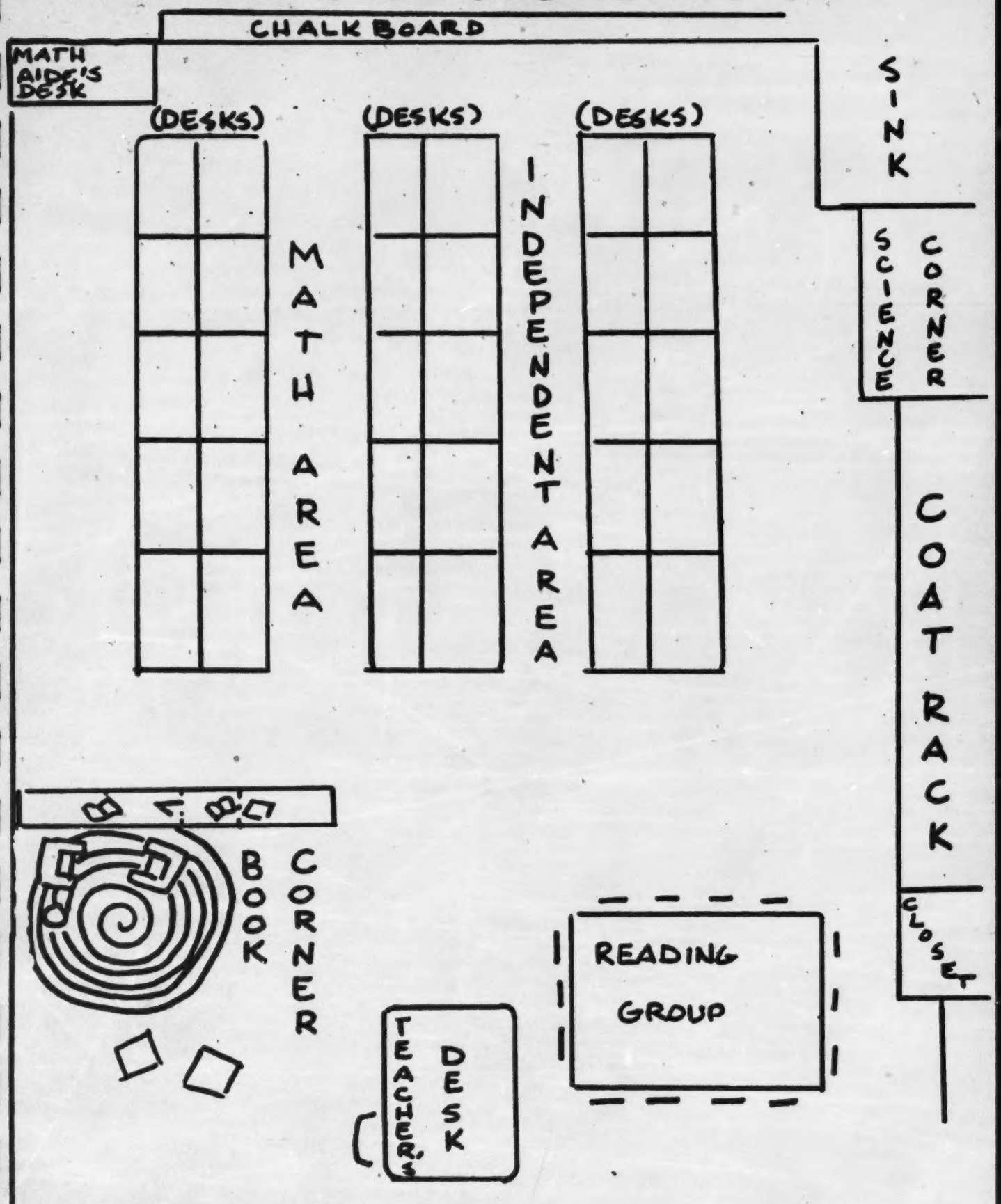

WINDOWS
closet
Door
shelves
Doll Corner
Heath Math Group
"Green Thumb" Area
Bookshelves
Story Corner
Chalkbd.
Bulletin board
shelves
D'Nealian Handwriting Group
Sullivan & Guided Reading
Bulletin Board
Listening Music Center
Test. Center
Dict.-Conf. Center
Teacher's Desk
File
KINDERGARTEN CLASSROOM
Science Scene
Block Bldg. Area
sink
Reading Group 2
coat hangers
Bookshelves
Door
FILE
closet

A First Grade Room Arrangement




for Math
Chalk Board
for Reading
A Second Grade Classroom
Sink
Math
Group
Teacher Aide
Reading
Corner
Teacher
Teacher's
Desk
Window
Shelves
Reading Bulletin Board
Window
Shelves
Window
Shelves
Window
Reading Table/
Conferencing
Table
Mobile Chalkboard
(Handwriting)
Coat Rack
closet
Handwriting
and
Spelling Group
Parent Asst.
lamp,
chair
Books
Reading Corner
Books
Testing
Center Table
Door
Observation Room
Math Bulletin Board

A THIRD GRADE CLASSROOM



Appendix XIV

RECOMMENDED STORIES FOR GUIDED READING IN SULLIVAN
(Use your own judgment of stories listed:)

A. Book 9

1. The King and the Witch (pp. 27-38)
2. A Birthday Present for Nell (pp. 62-71)
3. Nancy and the Mop (pp. 124-135)

B. Book 10

1. Tommy and the Farmer's Sister (pp. 4-18)
2. The King's Birthday (pp. 31-39)
3. What Happened to Meg's Hat? (pp. 52-58)
4. Stinky's Surprise (pp. 65-70)

C. Book 11

1. The Bad-Tempered Puppy (pp. 19-29)
2. Sam and the Party (pp. 61-63)

D. Book 12

1. The Bedtime Story (pp. 5-9)
2. Ann and the Dresses (pp. 11-14)
3. The King's Clock (pp. 16-31)
4. Sam's Party (pp. 38-46)
5. The Magic Pencils (pp. 73-83)
6. Jimmy and Big Paws (pp. 97-105)
7. Mrs. Quack's Hat Shop (pp. 117-125)

E. Book 13

1. The Red Rose (pp. 1-11)
2. King Walter (pp. 14-17)
3. Mr. Burns Comes to Lunch (pp. 25-28)
4. Making a Go-Cart (pp. 40-46)
5. The Hunt for a Hidden Surprise (pp. 48-53)
6. Apple-Picking Time (pp. 54-64)
7. Tom Green and the Cheewee Bird (pp. 70-90)
8. A Surprise Party for Dick (pp. 43-47)
9. The Silver Mine (pp. 98-102)
10. Panning for Gold (pp. 103-106)
11. What is a Liquid? (pp. 110-120)
12. The Busy Bee (pp. 123-128)

RECOMMENDED STORIES (cont.)

F. Book 14

1. The Surprise on the Vine (pp. 10-15)
2. The Sweetest Thing in the World (pp. 26-35)
3. The Darlings of the City (pp. 64-71)
4. When We Grow Up (pp. 73-79)
5. The Magic Marshmallow (pp. 82-105)
6. Nip's Adventure (pp. 117-121)
7. The Bad-Tempered Queen (pp. 126-139)

G. Book 15

1. The Little Red House (pp. 2-6)
2. Walter Visits the Roundabouts (pp. 11-17)
3. Walter's Adventure (pp. 53-63)
4. Thunder, the Orphan Horse (pp. 73-85)
5. Ann Visits the Roundabouts (pp. 102-128)

H. Book 16

1. A Day at the Beach (pp. 1-14)
2. An Apple Pie (pp. 30-34)
3. Walter and the Clown (pp. 39-47)
4. The Sun, The Moon, and The Knight (pp. 58-75)
5. The Loose Tooth (pp. 99-105)
6. Dick Visits the Roundabouts (pp. 123-138)

I. Book 17

1. The Secret Gets Out (pp. 14-20)
2. Suzy Stone's List (pp. 32-54)
3. Thursday Afternoon and Evening (pp. 73-87)
4. The Farm in Happy Valley (pp. 94-113)
5. Walter's Good Deeds (pp. 128-135)

J. Book 18

1. Oh Those Cats! (pp. 8-19)
2. Boy Scouts (pp. 24-29)
3. The Roundabout's Secret (pp. 38-141)

K. Book 19

1. The Roundabout's Secret (pp. 9-141)

L. Book 20

1. Nicholas (pp. 1-9)
2. Nicholas' Hiding Place (pp. 11-20)
3. Nicholas' Coin Collection (pp. 21-26)
4. The Super Mind Special (pp. 33-75)
5. Nicholas and the Robbers (pp. 82-105)
6. In a Kingdom Long Ago (pp. 109-142)

M. Book 21

1. Mark and Martha (pp. 1-11)
2. Our Solar System (pp. 14-19)
3. The Space Flight (pp. 18-67)
4. Johnny and Sally Li (pp. 73-81)
5. The Kite Contest (pp. 85-97)
6. The Story of the Kite (pp. 99-106)
7. The Chinese New Year (pp. 110-135)

N. Book 22

1. Ancient Greece (pp. 10-13)
2. Greek Myths (pp. 16-19)
3. The Reign of Cronus (pp. 23-28)
4. The Three Great Gods (pp. 32-33)
5. The Creation of Man (pp. 37-47)
6. Pandora (pp. 52-53)
7. The Story of Io (pp. 57-62)
8. The Birth of Mercury (pp. 67-70)
9. Vulcan's Story (pp. 74-78)
10. Minerva (pp. 84-88)
11. Ceres and Proserpine (pp. 91-99)
12. Mars/ Diana and the Giant Brothers (pp. 108-116)
13. Phaeton (pp. 120-123)
14. King Midas (pp. 127-133)

P. Book 23

1. Perseus and the Gorgons (pp. 7-27)
2. Perseus and Andromeda (pp. 29-45)
3. Hercules (pp. 56-74)
4. The Ten Labors of Hercules (pp. 76-130)
5. Theseus and the Minotaur (pp. 132-138)

Appendix XV

ASSIGNMENT OF PARENT ASSISTANTS FOR SUPPLEMENTARY READING INSTRUCTION

Parent involvement is essential in our Waukegan Behavior Analysis Follow Through Program. In each of the kindergarten and first grade classrooms, there is a supplementary reading parent assistant assigned. Although always under the direction of the lead teacher, this individual must be familiar with the contents of this manual prior to teaching. The parent assistant completes the same training procedures for reading as the lead teacher completes. However, the parent assistant is trained by the Training Classroom Supplementary Reading Parent Assistant.

The kindergarten parent assistant reinforces the lead teacher's Phonics Primer lesson via cognitive games, skill worksheets, and board work. When kindergarten and first grade students are working in the Sullivan reading books, the lead teacher and parent assistant monitor, guide and teach each child individually.

Quarter-Book and Achievement Tests are administered only by the lead teacher.

Parent assistants can tutor children who are having difficulty acquiring specific skills. Tutoring times are scheduled at times other than during reading "earn."

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